Question Bank Series : Education-2.

Initial Question Bank
in
Education (B.Ed.)

EXAMINATION REFORM UNIT

UNIVERSITY OF MADRAS

June, 1979

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PREFACE

The compilation presents an intial question bank in Education (B.Ed.) for the papers stated in the contents. This question bank has been constructed by the Board of Studies in Education with the collaboration of the faculty of the affiliated Colleges.

For every paper, the questions are clasified into three sections as follows :

SECTION A - Consisting of questions requiring very short answers.

SECTION B - Consisting of questions requiring medium length answers.

SECTION C - Consisting of questions requiring long answers.

This question bank consists of a fairly good collection of questions, in each paper, as a starting point. It is expected that the faculty in the colleges will use the items/ questions in this bank with the students for class tests and assignments. Such field testing will provide information on the difficulty level and discriminating power of the questions and this will help to edit the questions suitably.

After this refinement and editing, the Examination Reform Unit proposes to suitably file the questions to keep easy retrival while setting question papers with the bank.

The decision to introduce the semester system in the University Colleges has provided the impetus to embark on the question bank and we foresee a more meaningful and satisfactory evaluation system through the use of Question Banks in the years to come.

In this bold experiment, the University relies on the whole hearted co-operation of all the Faculty in the colleges. It is expected that the faculty will contrbute new questions and enrich the bank.

VICE CHANCELLOR

ACKNOWLEDGEMENT

We wish to thank the following who participated in a workshop held from 7th to 10th December 1977 at the University of Madras, under the auspices of the University and contributed questions to go into the initial question banks [series 1 and 2] in Education [B.Ed.]

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Sociological Foundations of Education and School Organisation

PAPER—II

PART—I

Sociological Foundations of Education

(Essay Type Questions)

SECTION—1

1. What is educational sociology? What are its scope and implication?

2. How does a knowledge of sociology help a teacher to understand his pupils.

3. How does a knowledge of sociology help a teacher in his class-room work?

4. Discuss the implications of educational sociology in solving problems of student unrest in our educational institutions.

SECTION—2 (a)

5. What is culture? How does education help in the conservation and development of culture?

6. Discuss how far our present system of secondary education has taken care to conserve India's rich cultural heritage.

7. Examine our present system of education with reference to its success or failure in providing for the conservation of Indian culture.

8. Discuss how education could be used as an instrument for developing democratic values,

9. Discuss how the concepts of conservation of culture and development of culture are used in devising the educational programme in a progressive country.

SECTION—2 (b)

10. What is meant by social change? State how education could be used as an instrument in India in producing a casteless and classless society.

11. What is meant by political change? State how education could be used as an instrument for smooth political changes.

SECTION—2 (c)

12. Examine the importance of education as an instrument in the economic and industrial development in our country.

13. Examine the present system of secondary education in our country and discuss how far the need for economic industrial [development is provided for in its programme.

SECTION—3 (a)

14. Show how home and school are complementary to each other in educating a child.

15. Discuss the role played by home as an agency of Education in India. What are its merits and demerits as an Edncational agency.

16. In what way is the home different from school as an agency of educiaton.

17 What do you mean by formal and informal agencies of education. Discribe the role played by any one agency in each case.

18. What is an agency of education? How do you distinquish between formal and informal agencies of education? Describe the role played by an active informal agency of education.

19. Discuss how does modern education draw upon formal and informal education to provide for the varying aptitude of children.

20 Estimate the importance of home as anagency of education. How far has modernisation of social trends affected homes position?

21. "Home is the eternal school of life" Discuss.

22. What are the educational implications of the challenges that the home faces in relation to the child totay?

23 Discuss the function of the community as an agency of education.

24 "The school is the most important agency of education" discuss

25. "In the interest of the childs' education, it is necessary that there should be close cooperation between the school and the Home". What practical measures would you suggest to develop this co-operation?

26. "The school is a half-way house between the entirely domestic life of an early childhood and the larger life that awaits the youth when he quits his parental roof" Eluc.date.

27. "No educational agency, howsoever useful, can fulfil all the possibilities of education". In the light of this statement state how different agencies of education can be coordinated.

28. What steps will you take to strengthen the hands between the home and the school and to what purpose?

29. What are the advantage of proper co-operation between the home and school? Suggest some practical measures of achieving it in the real sense.

30. In what way do society and school influence each other? To what entent is this reciprocity of influence to the advantage of education in our country.

31. How can the state function as a potential agency of education.

32. What is the role of education in the community development programme? Give examples.

33. What do you mean by mass media of education? What is its role as an agency of education?

SECTION—3 (b)

34. Discuss the functions of a family in its educational significance.

35. Discuss the influence of the family background on the education of the children.

36. Describe the educative influence of a family.

37. Discuss how far formal education can makeup the deficiency in the family background of the child.

38. What is meant by a peer group? How far does it influence the educational development of its members.

39. Explain with suitable illustrations how far education can make use of the peer groups to advantage in educating the child.

40. Discuss how far caste system in India has stood in the way of the educational progress of the nation.

41. Discuss the relative influence of high and how socio-economic status on the educalility of the child.

42. How could education help in building a classless society?

43. What are the educational functions of religion?

44. Critically examine the influence of religion on the educational development of a child.

45. Discuss the constitution of religions to the progress of education in India.

46. What type of social environment according to you is more stimulating for educational development?

47. How does education serves as an agent for social changes in our country.

48. How does state policies influence the type of education given? Give examples.

49. Examine critically the influence of democratic ideals on the educational development of our country.

SECTION—4 (a)

50. What is meant by modernisation? Discuss how far education helps in the modernisation of a nation.

51. How could we make our education provide for rapid industrialisation of our country?

52. Discuss how far our education is able to meet the demands of modernisation in society.

53. What type of curriculum would you prescribe for a secondary school to prepare the pupils for finding ready employment in society?

54. Discuss why our present day education has failed to fit pupils for employment opportunities.

SECTION—4 (b)

55. What is the role of the teacher in the modernisation of the society?

56 How far schools in our country live upto the expectations of agencies of modernization Discuss.

57. Suggest ways and means of making our teachers and schools fitting instruments of modernization in our society.

SECTION—4 (c)

58. Bring out clearly the concept of education for democracy. How can the democratic principles be applied to various aspects of education?

59. What are the aims of a truly democratic education with special reference to India? What can the school do in the realisation of these aims?

60. What can we do to strengthen democracy and socialism through education?

61. Liberty and equality are two great principles of Democracy. How can we promote them through education?

62. Do you think modern educational practice in India is democratic? Give reasons. What change would you suggest?

63. If we accept the attainment of democracy as our ultimate goal, what policies and practices must be followed in our schools?

64. Suggest ways and means by which mass education could be made to progress at a faster rate than it is now.

65. Discuss the concept of equalisation of educational opportunity with special reference to Indian setting.

SECTION—4 (d)

66. "National integration is vital for India's survival" What educational programme do you suggest to bring about national and educational integration?

67. Emotional integration is the way to national integration. How can education help in training the emotions of young people?

68. There are a number of disruptive forces at work which are striking at the roots of national integration. What are these forces? How can their effect be counterated through education.

69. Discuss how parochialism and castism could be coutered through education.

70. What is the concept of internationalism? How can education help in educating for international understanding?

71. What changes should be made in the school curriculum and methods of teaching so as to make them suitable for the international understanding.

72. The need of the hour is to lay stress on fostering international understanding in our students How can it be developed in school?

Sociological Foundations of Educations

PART II PAPER II

Short Answer Questions

SECTION—1

73. How would you define educational sociology?

74. Discuss briefly the influence of subjects like philosophy, on educational sociology.

75. What would you regard as the main aim of educational sociology?

76. What is the hearing of educational sociology on the aims of education?

77. How does educational sociology influence the contents of education?

78. Explain briefly how mentods of teaching are influenced by educational sociology.

79. How does educational sociology look upon the meaning and nature of education?

80. What is the relationship between sociology and education?

81. How does sociology affect educational thought and practice?

SECTION—2 *(a)*

82. Explain how education helps in the conservation of culture.

83. Give a few examples of fine arts pertenent to Indian culture and show how they could be conserved through education.

84. What are the draw backs of the present day curriculum in providing for the conservation of Indian culutre.

85. Explain how education could help to develop culture.

86. Explain briefly how culture programmes could be organised by schools for popularising Indian culture.

SECTION—2 (b)

87. Explain with suitable examples how education could be used as an instrument for social change.

88. What is the role of education in changing the outlook of people for the better?

89. Mention a few aspect of our social life that need change and explain the role of education in this regard.

90. What is meant by political change and how could this he brought about smoothly with the help of education.

91. How could education provide for the training of further political leaders?

92. Give your criticism as to the role of the present day schools in providing training for the future citizens for choring their governments.

SECTION—2 (c)

93. What is meant by economic growth? Explain how education can help in this regard

94. Mention a few spheres of economics into our country which need the special need of education for their growth and development.

95. Explain the role of education in the improvement of food production in our country.

SECTION—3 (a)

96 In what ways do a home influence in shaping the early development of an individual?

97. Explain how an ideal home fulfills the basic needs of a young child.

98. How does lack of affection at home affect the behaviour of a child? What can the school do about it?

99. Explain why it is said that the evils of an unhappy childhood are never compensated.

100. What is the role of home in instilling in the minds of young children a sense of discipline?

101. Discuss briefly the moral and spiritual influence of parents on the development of the child.

102. In what way does the atmosphere in a school differ from that at home?

103. How does a school comperats a home as an gency of education?

104. Explain the special role of school as an agency of education

105: Show how the social environment acts as an educative agency in moulding the ideas and attitudes of the child.

106. How does society and individual influence each other?

107. What should be the relation between educational institutions and state?

108 Discuss the relationship between school and society.

109. 'Informal agencies are becoming more powerful agents of change' How?

110. How could co-operation between school and home be achieved.

111. What is the responsibility of state towards education?

112. What is the responsibility of home towards child's education?

SECTION—3 (b)

113. Explain briefly the influence of joint family system of India on the education of a child.

114. What are the relative influence of single family and joint family on the educalility of the child.

115. Give any three types of peer groups and explain their importance on the educative development of a young person.

116 Show how caste system had stood in the way of the general educational development of India.

117. Explain how socio-economic studies is a influence on the educability of a child.

118. What are the ill effects of poor socioeconomic status on the education of a child.

119. Explain how religious instructions could be used to shape the character of a child.

SECTION—4 (a)

120. Examine the impact of science and technology on education in recent years.

121. What changes in the systems of education of our country do you suggest in the light of recent advancement in science and technology?

122. "Scientific and technological process seem to overshadow mans other values". What role can education play in this context?

SECTION—4 (b)

123. What is meant by modernisation? Explain how a teacher can help to educate his pupils for adjustment to modern life.

124. Explain a few changes education seeks to bring about in our society.

SECTION—4 (c)

125. How can education for democracy be imparted in schools?

126. What do you understand by education for democracy?

127. How can education train for democracy?

128. What are the aims of democratic education?

129. What should be the content of democratic education?

SECTION- 4 (d)

130. What practical programme do you suggest for promoting National Integration in day to day teaching work?

131. Briefly describe the various forces that emphasise the need of national integration.

132. How should the educational programme be geared to the task of National Integration?

Sociological Foundations of Education

PART—III PAPER III

(Very short answer questions)

SECTION—1

133. What do you think is the unique role of sociology?

134. Briefly state what is meant by educational sociology?

135. Illustrate with three examples how the process of social interaction is made use of in the educative process

136. Give three examples of the relationship between educative process and social process.

137. Give two illustrations to show how social interdependencries help a child to gain and organize its experiences.

138. Explain briefly how social interdependencies help the educational system in its evolution and changing functions.

139. Give any three social phenomena which the science of sociology deal with.

140. Give examples to show how a knowledge of the sociology of education helps a teacher in dealing with his students.

141. Define what is meant by socialization?

SECTION-2 (a)

142. Give any three aspects of Indian culture which our education has helped to conserve.

143. Illustrate with suitable examples how stattility of culture is brought about through education.

144. State any three cultural aspects which our schools try to develop in the new generation of students.

145. Explain briefly what is meant by conservation of culture.

146. Explain briefly what do you understand by the term development of culture.

SECTION-2 (b)

147. Illustrate with the help of a social phenomenon that change is an inevitable factor in a progressive society.

148. Explain briefly why education is considered the best instrument for bringing about social change.

149. Illustrate with a suitable example how education is being used in our country today as an instrument of social change.

150. Show how education is being used as an instrument to create a casteless society.

151 State briefly a few social change which our education has brought about in our country.

152. Explain three ways by which education helps in the smooth change over in the political setup of a country.

SECTION-2 (c)

153. State three ways by which education could help in the economic growth of a country.

154. State briefly how education can help in the industrialization of a country.

155. How best do you think, could education help in the agricultural growth our country.

156. State three ways by which education can make an individual economically productive.

SECTION-3 (a)

157. Give three instances to show howa home acts as an agency of education.

158. Give three limitations of a home as an educational agency.

159. Give three Important functions of a school as an educational agency.

160. Explain the importance of school as an agency for importing of knowledge.

161. Explain how school acts as an agency for the importing of social skills.

162. State three ways by which a school can provide scope for creative activity for its pupils.

163 Give three ways by which a home can supplement the educational functions of a school.

164. Explain how a school can inculcate a spirit of community service in the minds of the pupils.

165. Explain briefly how a school could serve as an agency to develop mannel skills in the pupils.

166. Give any three contributions of religious organisations to the furtherence of education in India.

167. Give any three important functions of society as an agency of education.

168. Briefly state the role of state as an agency of education,

169. Define what is meant by formal and informal education.

170. Illustrate the place of informal education as a means by which a society transits its culture from one generation to another.

171. Give any three aspects of our culture which the formal education helps to transit.

172. What are the main functions of education as a social institution.

173. What is the present institutional structure of the secondary education in Tamilnadu.

174. Give any three social ideals of education in India.

175. Give three important roles of a state as an agency of education.

176. State briefly the responsibility of a state in our educational set-up.

177. Give any three important roles of a school as a specialised educational agency.

178. Explain briefly how a school is better suited than a home in the promotion of culture and civilization.

179. State briefly how a school is better suited than a home in the all-round development of a child.

180. Wnat is the main tool of the school in preserving and transmitting the cultural heritage of the society?

181. Give three ways by which, you think, our schools can help in enriching our cultural heritage.

182. Give any three important functions of a school.

183. Give any three responsibilities of school towards home.

184. Give three activities which you would like to recommend to foster better school-home co-operation.

185. Give any two important responsibilities of a school towards society.

186. Suggest three ways by which a rural school could be made to serve as a community centre.

187. Give any three needs of a village which a rural school should think of catering to.

188. Suggest three ways by which a rural school could help in eradicating illiteracy.

189. Suggest three ways by which a rural school could help in rural reconstruction.

190. Give three important roles of a village school teacher in making the school a community school.

191. Give any three important social determinants of educability.

192. Suggest three ways by which family can help in improving the educability of children.

193. Give three reasons whether or not joint family system is good for the promotion of the educability of child.

194. Suggest three ways by which poor group in schools could be used to promote the educability of a child.

195. Explain briefly the importance of a poor group in the socialisation of a child.

196. List any three harmful effects of caste system on the educational progress of India.

197. Suggest three ways by which the harmful effects of caste system on the educationl progress of the Indian masses could be overcome.

198. Suggest three ways by which education could be used to credicate caste feelings, give three roles of religion.

199. Suggest any three roles a religion can play in promoting literacy.

200. Give three spheres of education in which a religion can make effective contribution.

201. List three ways by which the poor socio-economic status of the Indian masses could be improved through education.

202. Give any three harmful effects of poor socio-economic status on the educatility of a child.

203. Give any three aspects of a social environment which is condusive to progressive education.

204. Give any three aspects of our social environment which you think impede the advancement of education in our country.

205. State any three reasons for confliet between the teachers and the student-group.

SECTIONS-3 (b)

206. Give three instances of maladjustment of children in school owing to poor family background,

207. What do you think are the effects of joint family system and member family system respectively on the development of a sense of responsibility in the children?

208. Give three aspects of education which depend on the family background of a child.

209. What are the irrate motives that normally lies at the roof of group behaviour.

210. Explain briefly how a peer group determine the educa-tility of a pupil.

211. Suggest a few ways by which a teacher can make use of the peer group for better class teaching.

212. State briefly how caste system has impeded the spread of literacy among the people in India.

213. Suggest three ways by which educationally backward people of India could be helped to become educated.

214. List a few advantages of high class people over low class people in the matter of education.

215. State briefly how education could help in creating a classless society.

216. Give any three important contribution of religion to help education progress in India.

217. Give any three contributions of Bruhminical education to India.

218. What are the main contributions of religious lodies in improving educational standards in India.

219. State how the social environment influences the type of education the society imparts.

220. Mention some of the evil effects of superstitious beliefs on the educational progress of the people.

221. How could education help in eradicating superstitious beliefs among people.

SECTION 4 (a)

222. State a few impacts of modern economic development on the school organization.

223. State a few impacts of industrial development on the school curriculam.

224. Give a few illustrations of technological development on the teaching aids used in schools.

225. State briefly the impact of technological development on teaching methodology.

226. State briefly some of the social objectives of edcation as conceived for modern Ind a

227. Suggest some ways by which industries could help in providing work experience for students.

228. State how education can help modernise villages in ruralareas.

229. State some ways by which education could make use oftechnology for educational research.

23 . Explain briefly how teachnology has revolutionised mediaof instruction.

SECTION 4 (b)

231. Briefly state how teachers ean help to build up scien tific attitude in the pupils.

232. How could a teacher keep himself abreast of modern developments in educational technology.

233. What are the social needs that a teacher bear in mind while helping to frame a curriculum?

234. How could a teacher help to accelerate the process of modernization in the country. Give four concrete suggestions.

235 How could a teacher inculeate a sprit of social service in his pupils.

236. State some ways by which a teacher can help in the cultivation of fundamental social values in his pupils.

237. Give a few suggestion to counter the ill-effects of modernizations on the model development of pupils.

238. Give a few ill-effects of modernization on the moral and religious development of the pupils.

239. Suggest some ways by which a teacher can help his pupils develop democratic ideals.

240. How could democratic ideals be practised in class management?

241. How could a teacher help his pupils keep abreast of modern developments in science and technology?

242. State briefly how a teacher can help his pupils choose their vocations in modern life.

243. What are the modern technique a teacher can use to assess the social development of his pupils?

SECTION 4 (c)

244 What is the importance of mass education in a democracy?

245. Explain briefly how illiteracy hamper social develop ment.

246. List a few measures that could be adopted to eradicate illiteracy in our country.

247. Explain briefly the concept of functional literacy as a means of eradicating illiteracy.

248. List a few problems that stand in the way of mass education in India.

249. What are the reasons for pupils dropping out of schools?

250. Suggest some ways by which incidence of dropping out could be minimised in our schools.

251. Suggest some ways by which our primary schools could be made attrictive for making pupils attend regularly.

252. What do you think are the reasons for the poor state of literacy among women in India?

253. Suggest some measures by which women's education could be improved.

254. Suggest some measures by which educationally back ward sections of our community could be encouraged to take to education.

255. How does education help in social mobility?

256. Suggest some ways by which pupils in remote areas could be provided opportunity for a good education.

257. Give reasons why the present day education is considered not providing for the varying interest of pupils.

258 State how the courses of study in schools could be structured to provide for the varying ablities of the pupils.

SECTION 4 (d)

259 What is meant by education for national integration?

260 How coulb schools help instilling national pride in our pupils.

261. Mention a few of our cultural heritage that our schools should help to preserve.

262. How would you use encursion as a means of education for national integration?

263. Mention some curricular-activities that could be organized in order to help in pupils appreciate the diversity of culture in India.

264. What measures would you take to encourage our pupils learn Indian music and dances?

265. Why is it said that the present day school curriculam does not reflect Indian culture?

266. Briefly state how we could change our pupils shed caste prejudices.

267. Give some dangers to National Integration our education must guard against.

268. How shall we educate our pupils to eschew linguistic fanaticism?

269. What is the importance of a national language in bringing about national integration?

270. Suggest how best we could redesign the materials of the text-books to devlop to emotional integration.

271 What is the place of art, literature and music in fostering emotional integration?

272. Suggest some ways of bringing about face to face contacts between students of different regions in our country.

273. How shall we build up reverance for the National flag?

274. Suggest some projects that a school can undertake to foster emotional integration among its pupils.

275. What is the importance of celebrating national days in forstering national integration?

276 Explain briefly the concept of education for international understanding.

277. State briefly how you would bring home to your pupils the importance of would peace.

278. How would you help your pupils to understand the importance of international Co-operation, for the industrial development of our country.

279. How would you help our pupils realise their responsibilities towards people hit by a natural calamity in another country.

280. What are the dangers of narrow patriotism?

281. What educative measures would you suggest to counter act the dangers of narrow patriotism?

School Organization

PART I PAPER I

(Essay type questions)

UNIT-I

282. Discuss the meaning and scope of modern school organization.

283. What planning should go into the school plant in order to make it a learning laboratory for the pupils and community centre for the community.

284. Discuss the essential requisites of a building for a high school.

285. How far is it possible to furnish effective education in tents and sheds? Under the present stress of economy what minimum building and equipment requirement could you suggest for primary schools in India?

286. In what way do school surroundings influence the lives of pupils.

287. "Schools are neither built for the past nor for the present. They have to be planned and built for the future" Discuss.

288. Discuss the main features of ideal furniture in school.

289. Describe the requirements of a class room in respect of area, l ghting, Ventilation, furniture and heantification of school.

290. Enumerate and discuss the principles that should guide in determining the needs of a school building.

UNIT-II

291. "As is the Headmaster, so is the school." Discuss.

292. What, in your opinion, are the qualities of a successful Headmaster.

293. "A good Headmaster is not merely a good administrator", Discuss and explain what additional qualifications the head of a school should possess.

294. A young Headmaster has developed strained relations with his assistants. Enumerate the probable reasons for this situation. Give suggestions for improving this situation.

295. "In an ideal democratic school there should be no Headmaster" Discuss giving reasons, in support of your answer.

296. What would you regard to be the principal responsibilities of the head of a school? Why?

297. ' The teacher is the maker of History" Discuss.

298. What, in your opinion, are the essential qualities of a good teacher?

299. For what purposes can staff meetings be held? What points need to be borne in mind to ensure that staff meetings are productive of the maximum benefit to the teacher and the student?

300. What principles should guide you in the framing of a timetable?

301. How many types of time-tables should be maintained in a school? Give reasons.

302. "The daily schedule is to the school what a time-table is to a railroad" Discuss the importance of time-table in the light of this statement.

303. Enumerate the difficulties that an average school is likely to face in framing a time schedule. Also account for the modern trends against rigid time-table.

304 A good time-table is a good reflection of the smooth work in a school. Explain the statement and briefly indicate the fundamental principles to be borne in mind while planning a balanced time-table.

305. What are the shortcommings of the present system of examination? Suggest some measures to improve it.

306. Enumerate the advantages and drawbacks of internal assessment of Pupils' work in school. To what extent is internal assessment deceivable?

307. What are the new trends in assessment and evaluations. Enumerate the obstacles in discarding the old method of examination.

308. 'Spare the rod and spoil the child' Does this dictom hold good even today in maintaining good discipline. If not, suggest a better alternative.

309. Discipline is an essential condition of successful group An indisciplined person can neither make any effective contribution to the completion of any scheme for develop qualities of leadership. Discuss.

310. What do you understand by true discipline and social discipline? How can a teacher promote good discipline.

311. "Good discipline is self-discipline"-Discuss.

312. Discuss the case, for and against corporal punishment.

313 What, in your opinion, are the causes of growing indicipline in schools?

314. Critically evaluate the present system of school inspection What improvements wonld you suggest for making inspection more effective?

315. Enumerate and discuss the main principles of supervision and inspection.

316. What in your view is the purpose of punishment?

317. Mention some typical cases of indiscipline in schools. How will you deal with them?

311. Mention the various incentives you will give to your students for good work.

319. Discuss the role of reward in education.

UNIT—2 (b)

320. Discuss the role of student self government in the maintanance of school discipline. How will you organize it so as to serve the said purpose.

321. How does self-government foster democratic atmosphere in a school?

322. Discuss the functions of a school pupil leader.

323. Discuss the functions of a class-pupil leades.

UNIT—2 (c)

324. Discuss the importance of pupil-teacher co-operation in maintaining an academic atmosphere in the school.

325. With suitable instances discuss the cause and cure for pupil-teacher strife.

326 Discuss the importance of parent-teacher co-operation in solving disciplinary problems in schools.

327. Discuss how best parent-teacher co-operation could be fostered in a school

328. Enumerate and discuss the aims and objectives of Teachers' Associations for the teaching community.

329. Co-curricular activities add to the appeal of the school and release the creative talents and social aptitude of students. Discuss.

330. "The play-ground is an open-air school". Discuss.

331. Discuss the importance and place of co-curricular activities in a high school. Enumerate some of the activities you would introduce in a high school.

332. Extra-curricular activities are no extra but constitute a fundamental part of the school work. Discuss.

333. What are the educative values of excursions and field trips? How will you organise them?

334. "The school library has a pivotal place in the modern instructional programme" How will you use library for effective teaching.

335. What are the essential requisites of an ideal school library?

336. As a teacher, what steps will you take to make your pupils library-minded?

337. Draw up a scheme for encouraging 'reading for pleasure'. Give details and show how it should be evaluated.

UNIT—2 (d)

33 . What are the advantages and disadvantages of hostel life? Give reasons why school hostels are not patronised these days.

339. Discuss the role of a school hostel in providing training for democratic citizenship.

340. Discuss the duties of a hostel superintendent.

341. Mention the steps that you will undartake as a superintend to create a homely atmosphere in your hostel.

UNIT—2 *(e)*

342. Discuss the responsibilities of the centre and state in regard to financial assistance to schools.

343. Discuss how contraints on finance has stood in the way of educational progress in India.

344 Enumerate the special areas of educational development for which financial assistance must be forthcoming from the centre and state.

345. Suggest ways and means of augmenting the financial resources.

346. There are frequent complaints of private schools resoting to corercive methods for collecting funds for various purposes Suggest ways and and means of overcoming this evil.

SECTION-III

347. What is meant by curriculum? What defects do you find in the existing curriculum in our secondary schools?

348. "In the modern technological society, there is still greater need for preserving the humanee and liberal outlook in the school curriculum". Discuss and show how you will attempt it.

349. "The curriculum should be thought of in terms of activity and experience" Discuss the meaning of this and its application to modern schools.

350. In what respects does integrated curriculum differ from the traditional one? What are the merits of integrated curriculum.

351. Discuss the principles one should bear in mind in selecting the content for a curriculum.

352. Critically examine any school curriculum you are familiar with and give your suggestions for improvement.

353. What are the latest trends in organising the subject matter of a curriculum. Illustrate with examples.

354. What is an institutional plan? Why is it necessary to prepare institutional plan? What steps should we take to prepare an institutional plan?

355. What is the role of District Educational Office and extension services Department in institutional planning programme?

356. Mention some of the areas of education that demand improvement and development in our schools that demand the attention of Institutional Plans?

School Organisation

Part II - Paper II

(Short Answer questions)

UNIT-1

357. What critiria are borne in mind by a good school administration in planning a school plant building.

358. What are the requirements for having a good office in a large secondary school.

359. Explain the importance of an Assembly Hall for a school

360. Give a few general condition for good desking in a class.

361. Explain the importance of good lighting and ventilation in a class room.

362. Suggest some ways by which a school building could be fully utilized.

363. What is the advantage of having the school site outside the town.

364. Mention some measures that you will adopt to beautify the school campus.

365. Explain the need for a farm and workshop for a school.

366. What principles can guide us in managing the school farm.

367. Mention a few activities that could be carried on in a farm.

368 Briefly state the building and equipment requirements of a hostel.

369. What are the comparative merits of the cottage and demitory systems of managing a hostel.

UNIT-II (a)

370. What is the native of the demands made on the school Headmaster in a Democracy?

371. What are the specific duties of a Headmaster?

372. What are the supervisory duties of a Headmaster?

373. Mention ways by which a Headmaster could keep in touch with the pupils of his school.

374. How could the Headmaster establish democratic, relationship with the teachers of his school?

375. Mention a few probable cause of friction between the Headmaster and the teachers.

376. What are the characteristics of a good staff meeting?

377. Explain briefly how a Headmaster can build morale in his team of teachers and secure co-operation.

378. Why proficiency in human relationship is considered an essential quality of a Headmaster?

379. Why do you think a teacher is considered the backbone of society?

380. Explain the duties of a teacher in terms of curricular and cocurricular programme.

381. Why is it necessary that a teacher should be familiar with the latest techniques of evaluation?

382. How could a teacher maintain a dignified relationship with his pupils?

383. Mention the professional etiquette a teacher should observe in maintaining good relations with his colleagues.

384. How could a teacher maintain perfect understanding with the Headmaster?

385. What are the relative merits of the subject-teacher versus class-Teacher system?

386. Why is it important that a teacher's character should be above reproach?

387. Mention a few ways by which a teacher can keep himself abreast of latest developments in content and methodology.

388. Give a few reasons why it is felt that a teacher should be kept above frustration, resentment, and dissatisfaction

389. What are the needs for classfication of pupils?

390. What are the merits and demerits of the class system?

391. In what ways does individual instruction benefit pupils?

392. Mention the advantages of group instruction.

393. Briefly mention some factors that are followed in the classification of pupils.

394. Why is it said that chronological age alone should not alone be the determining factor in classification of students.

395. What is meant by parallel section system of classification of pupils.

396 Explain briefly the triple track plan of classification of pupils.

397. What factors should be borne in mind in determining the size of the class?

398. Mention a few measures that could be taken to check wastage and stagnation at all levels of education.

399. What are the safequards one should take to avioid partiality in the promotion of pupils.

400. Mention briefly the different types of promotions envisaged in an educational system.

401. What are the merits and demerits of double and special class promotions of pupils.

402. Explain why non-promotion result is loss not only to the pupil himself but also to the parents and society.

403. Explain briefly the necessity for a time-table for a school.

404. Explain briefly the different types of time-tables followed in a school.

405. How would you accommodate for fatigue and difficult subjects in framing a timetable?

406. Distinquish between the old and new concepts of discipline.

407. Briefly state the features of negative discipline.

408. What are the values of positive discipline?

409. What reasons would you attribute to the erratic, abnormal behaviour of young students causing disciplinary problems in schools?

410. Briefly explain the purpose of punishment.

411. What is your opinion about the efficacy of reproof as a form of punishment.

412. Briefly explain the place of corporal punishment in school.

413. How would you deal with truancy?

414. How shall we correct pupils from causing damage to the school property?

415. How would you remedy students using unfair means in examinations?

416. Explain how would you handle sex offences?

417. What do you think of commendation as a form of incentive for better classwork for pupils?

418. What is the place of prizes and awards as incentives in a school.

419. What principles should be followed in giving awards for encouraging pupils.

420. What are the defects of the traditional methods of supervision and inspection.

421. What is meant by corrective type of inspection?

422. Briefly state the principles followed in an ideal inspection.

UNIT—II (b)

423. Explain how self-government develops wee-feeling.

424. What are the dangers we should guard against in making self-government a success?

425. State the conditions under which it would not he advisable to try self-government.

426. What are the educative functions of a school Assembly?

427. What qualities would you expect of a school pupil leader?

428. What are the functions of a class-pupil leader?

UNIT-II (c)

429: What is the importance of physical education in school.

430. How does our schools lack in respect of physical education facilities?

431. What qualities do you expect to develop in our pupils through Boy scouts and girl guides.

432. Briefly state some of the cultural activities that could be organized in our schools.

433. What is the importance of 'science club' as a co-curricular activity.

434. How does cocurricular activities help in the release of creative impulses. Give a few examples.

435. What are the aims of Junior Red Cross.

436. Give an outline as to how you would organise an excursion.

437. What are the educative functions of a library?

438. State the principles you would follow in selecting books.

439. What are the uses of class libraries?

UNIT-II (d)

440. Briefly state the place of hostel life in a school education.

441. What provisions of rooms should you recommend for a hostel to make it a homely place for pupils

442. What are the educative functions of hostels?

443. What qualities would you expect of a hostel superintendent?

444. How could a hostel superintendent take care to bring regular habits in the inmates?

UNIT-III *(e)*

445. What are the sources of finance for private secondary schools in our country?

446. How could a school management control abuse of school funds?

447. State how the various committees can function to make the best utiliaztion of the funds

448. What suggestions would you give to improve the general conditions of work of teachers.

449. What facities do you expect the school to provide to teachers to better their academic qualification.

UNIT III

450. How would you make a primary school curriculum provide fulness of experience for children?

451. Suggest how work experience could be integrated in a curriculum. Give examples.

452. Give the various organizational plans to makes the content of a curriculum integrated.

453. What is meant by a subject matter curriculum?

454. Briefly describe the important subjects usually included as core subjects of a curriculum.

455. What are the needs for institutional planning.

456. How should a school principal go about in doing institutional planning?

457. How could the District Educational office help in bringing about co-ordination in institutional planning?

School Organization

Part-III Paper III

(Very Short Answer Questions)

UNIT-I

458. State briefly any three important factors you would take into consideration in deciding about the location of a school.

459. What do you think is the normal extent of land for schools with enrolment 150 children 300 children and 500 children respectively.

460. What are the public amenities that you expect to be provided at a school site?

461. What principles would you bear in mind in planning a school building?

462. Give any three special class-rooms that a high school be provided with and indicate the average measurement of each of them.

463. State three important provisions a class-room should have to make it a real workshop.

464 What are the important requirements of a school office room?

465. What is meant by open air school system?

466 What are the limitations of the open-air school system?

467. What are the relative merits of plus desks, minus desks and zero desks?

468. Mention four important criteria that should be followed In designing the school furniture.

469. Mention the types of black-board which one could use in a class-rooms.

470. What are the usual items of furniture in a school office.

471. Mention any three duties of a hostel warden.

472. Mention any two advantages of residential schools over non-residential schools.

UNIT-2 (a)

473. List a few duties of the headmaster as a teacher.

474. Give any four administrative duties of a headmaster.

475. What do you think should be the attitude of a headmaster as a supervisor of instructional work in the school.

476. Mention any four supervisory duties of a headmaster.

477. How could a headmaster help in maintaining good co-operation among the staff members.

478. How could a Headmaster help in resolving staff-pupil dissentions?

479. Mention three important enternal elements with whom a Headmaster should maintain good relationship.

480. How could a headmater maintain liason with the parents?

481. Mention four ways by which the Headmaster could get the co-operation of the teachers.

482. What would you regard as the principal responsibilities of the head of a school.

483. Give some hints for the head of a school to build morale in his team

484. Give some hints for making a staff meeting successful

485. Give a few important personal qualities of a teacher.

486. Give any three important duties of a teacher.

487. Give three arguments in favour of the subject-teacher system.

488. Mention any four advantages of class teacher system.

489. List any four essential qualities of a successful teacher.

490. What are the administrative duties of a teacher.

491 List the few professional etiquette that a teacher should observe in his relationship with other teachers.

492. How could a teacher maintain his self-respect in the event of his taking private tuition.

493. What should be the norms of conduct a teacher should observe in his relationship with the Headmaster.

494. What according to you is the salient objectives for staff council?

495. Give a few important functions of a staff council.

496. How could a staff council be conducted in a democratic manner

497. .Give a few shortcommings of the present day classification of pupils in their academic achievement.

498. Give a few suggestions for improving the procedures of evaluation in classifying pupils.

499. What role can guidance play classifying pupils according to their aptitudes and abilities?

500. What is the essential purpose of school time-table?

501. What is the purpose of a class-time table in schools.

502. How could you provide for varicty in a time-table?

503. What is meant by flexible time-table?

504. Why is it not advisable to use fear and authrority in maintaining discipline?

505. Suggest a few ways by which self discipline could be fostered in our pupils.

506. Briefly explain the complementary nature of freedom and discipline.

507. Give a few offences for which you think punishment is a necessity.

508. When do you think punishment should be resorted to in a school?

509. Give a few types of punishment that are found to be effective in improving study habits.

510. Give four esential purpose of giving punishment.

511. What steps would you take to minimise punishment?

512. Give a few essential principles to be observed in meting out punishment

513. Give a few material rewards that could be given for encouraging academic performance.

514. How does rewards act as private motivation for good behaviour.

515. What are the baneful effect of reward on the social development of a child.

516. Give a few instances of the place of no material rewards.

517. Briefly define what is meant by school self-government.

518. Give three dangers of school self-government about which the headmaster must be careful.

519. Mention a few conditions which are not condusive for self-government in school.

520. Mention four important conditions that should prevail in a school for efficient self-government.

521. Give a few points of difference between the school community and the community of the outer world.

522. Give a few instances of making use of the herd-instinct to build up community life in a school.

523. How does house system help to build up community feeling among pupils?

524. How could residential life in school help in building community feeling among pupils?

525. Suggest some ways by which the tone of the school could be built up and maintained.

526. Suggest some ways by which the democratic atmosphere in a school could be maintained.

527. How does the school assembly provided opportunity for training in order and discipline.

528. How does the school assembly help to create solidarity and oneness among the pupils.

529. Give a few educative functions of school assembly.

530. Give a few devices used in schools which serve as enternal symbols for the internal unity.

531. Give a few functions of a school pupil leader.

532. Mention a few qualities the pupils look for in a school pupil leader?

533. What are the duties of a class pupil leader?

534. Why is it accepted practice that pupil-leaders are elected and not nominated.

535. What are the ill-effects of choosing pupil-leaders by election?

536. How would you minimise the ill-effects of choosing pupil-leaders through election?

UNIT - 2 (c)

537. Suggest a few ways by which pupil teacher co-operation could be fortered in maintaining the tone of the school.

538. Suggest means by which misunderstanding between teachers and pupils could be avoided.

539. How could pupil-teacher co-operation be enlisted in school improvement schemes.

540. How far would you attribute poor academic standards to lack of pupil teacher co-operation.

541. Give a few areas in which parent-teacher co-operation is essential for the pupils progress.

542. How would you enlist the cooperation of the parents in the school improvement programmes.

543. Mention a few objectives of the parent-teacher association.

544. Mention a few functions of the parent-teachers association.

545. Suggest a few ways by which parent-teacher association could be made effective.

546. How could a Teacher's Association help in improving academic standards. Suggest three ways.

547. Give three important functions of a Teacher's Association.

548. How could the help of the Teacher's Association be enlisted in evolving a modern curricullum.

549. How should a Teacher's Association function in maintaining the nobility of the teaching profession?

550. Give a few reasons why aggitational approch to problems on the part of Teacher's Association is not looked upon favourably by the public.

551 Briefly state the importance of parents day in a school.

552. How could you make parents participate in parents day celebrations in schools

553. State briefly the social significance fo co-curricular activities.

554. How could co-curricular activities help in intellectual growth?

555. Briefly state how co curricular activities contribute to community school relations.

556. How does co-curricular activities help in enriching curricular offerings?

557. State the Co-curricular activities normally organized to foster community feeling.

558. Give a few examples of co-curricular activities that help in fostering team spirit.

559. Give a few values of co-curricular activities.

560. Illustrate how dramatic activities could be integrated with academic programme.

561. What are the values of literary activities?

562. State the major social objectives served by escursion.

563. What are the educational objectives of escursions.

564. Give three reasons why library occupies an unique place in a modern school.

565. Give a few important functions of a school library.

566. What are the values of study groups in a school?

UNIT 2 (d)

567. State briefly the values of residential life in socializing the child.

56 . Give three important conditions of modern life that makes a school hostel a necessity.

569. What are the essential facilities that you would provide in a hostel to make it a home away from home.

570. What facilities are usually provided in a common room in a school hostel.

571. Briefly explain the cottage system of managing a hostels?

572. Give a few essential qualities of a hostel superintendent.

573. Give four important supervisory duties of a hostel superintendent.

574. How does a hostel help in building community life?

UNIT-2 (c)

575. Explain the importance of school finance.

576. State briefly how a school can build up its finance.

577. What are the responsibilities of the state government in respect of helping the school with finance?

578. Why should the central government help the schools with finance?

579 What are the usual sources of revenue for a school.

580. Give any two unsound principles followed in the old methods of inspection carried on in the schools.

581. State how school inspection could be made use of to assist in the development of a better teaching situation.

582. What are the district characteristics of a modern school inspection Give three aspects relating to improving teaching.

583. How does modern supervision help in introducting innovative educational practises.

584. Give four points of difference between traditional and modern school supervision.

585. State briefly the purpose of inspection.

586. How does school committees help the Headmaster in the administration of a school.

587. Give a few illustrations of school committees and their function.

588. Give a few reasons for the intrest among teachers.

589. What is meant by 'triple benefit scheme' scheme recommended by the Indian Education commission.

590. How could the general condition of work of teachers be improved?

591. How could national award for teachers be an incentive for improving education.

592 Explain briefly the importance of security of service for teachers.

593. Explain the importance of better salary scale for teachers.

594. Give a few retirement benefits that a teacher would expect to have.

UNIT—3.

595. Define what is meant by curriculum.

596. Explain the importance of aims and objectives in framing a curriculum.

597. Give a few examples as to how to make the curriculum relate to every-day life.

598. Give a few national goals which a curriculum should cater to.

599. Illustrate what is meant by activity curriculum.

600. Give the important considerations that should guide the curriculum construction for the middle stage.

601. What principles should be borne in mind in framing a curriculum for the high school stage?

602. Give a few limitations of the method of constructing curricula for our schools.

603. What is meant by unit organisation of a curriculum.

604. What is the importance of social studies as a core subject.

605. Give a few approches followed in integrating a curriculum.

606. Why should there be elective subjects?

607. What is meant by institutional planning?

608. How does institutional planing help to give proper direction to educational plannning?

609. Explain briefly how institutional planing helps in avoiding wastage.

610. What are the major steps in preparing a plan for improvement?

611. Give a few areas of improvement one should consider in institutional planning.

612. What is the role of District Educational officer in institutional planning?

613. How could entension services Departments help in institutional planning.

614. Give a few suggestions to improve internal examinations.

615. What provisions could be made for the education of the gifted?

616. Give a few suggestions to reduce wastage and stagnation.

Psychological Foundations of Education and Evaluation.

Semester II Paper II

Esay Type Questions

UNIT—I

1. How is learning usually defined? How does the educator's concept of learning influence the instructioned and administ ative activities of the school?

2. How do you account for the fact that true - false and multiple-choice examinations are frequently used to measure the results of learning in informal testing situations? What kind of mental process are required in these types of examination?

3. Select a subject you are taking and analyse your own method of studying it what methods tend to pay off best at examination time.

4. Your class has to memorise a prose passage. How will you instruct the pupils to set about their task so that they achieve the best results. Will your instruction be different if they have to memorise a poem.

5. On the basis of your experience and study of the materials what conditions do you regard as most effective in facilitating learning process?

6. State the principles that should be used in teaching to enable pupils to remember what they learn.

7. Explain the perceptual process. Illustrate with examples the factors which influence visual perception.

8. What is meant by the term conditioning Distinguish clearly between classical conditioning and instrumental conditioning. Assess the educational significance of each.

9. Why do different scholars of Psycholog yinterpret motivation in different ways? What are some of these different views on motivation? What are the consequent implication to teaching?

10. What is the role of motivation in learning? Suggest concrete methods for studying the achievent motive of a group of adolescent pupils.

11. Distinguish between retention as retro-action. Suggest ways of improving retention in pupils.

12. Discuss the extent to which reward and punishment can be used to motivate learning in schools.

13. Describe in detail the various types of learning.

14. How important do you believe motivation to be in learning?

15. Explain how insight assists learning.

16. Explain in detail the laws of learning according to Thorndike and point out its educational implication.

17. Compare the values of learning whole into of one setting with that of distributing the time for learning.

18. What feature determine readiness for learning? Discuss with reference to difference among individuals you may encounter in the class room.

19. Take up a behavioural pattern you think undesirable and answer the following.

a) Why do you think it undesirable?

b) How will you modify it?

c) What knowledge of learning helps you in learning the procedure described by you?

20. What are the factors that affect learning? Give appropriate example to support your answer.

21. What are the important conditions and methods that facilitate effective learning retention and transfer How will you seek to secure these in your teaching?

22. Conducive emotional and social climate is an essential condition for learning process. What educational implications do you derive from the above statement?

23. Critically evaluate the statement "all education partakes of the nature of transfer".

24. In which subject areas is transfer through generalization most likely to occur? Justify you answer.

25. Evaluate the transfer values of the subject matter area which you are preparing to teach.

26. Explain and illustrate the statement - 'Higher the IQ greater will be the amount of transfer of learning'.

27. From your own experience give examples of transfer of training. Indicate whether the transfer was by way of indentical components or generalization.

28. What is "transfer of training? What are the cond tions that aid positive transfer from one field of studies to another? How will the training increase the transfer effects of school learning in the pupils?

UNIT—II

29. To/what should a teacher attempt to motivate learning?

30. What role does reward or punishment play in the process of learning.

31. Discuss in detail the different types of motivation.

32. Critically evaluate the theories of motivation.

33. Enumerate the merit and demerits of rewards and punishment in motivation of school learning. What are the precautions you will take in the use of reward and punishment in the class?

34. How would the distribution of abilities in a class affect the motivation of pupils when competition for marks is regularly employed? Should the schools make use of compatative situation as a preparation for life in a competitive society?

35. What is the role of motivation in learning? Suggest concrete method for studying the achievement motivation of a group of adolescent pupils.

36. Show how learning is related to motivation.

37. Of the 2 possible motives for learning, viz., co-operation & competition, which will you prefer? Give at least 3 reasons for your choice.

38. Name any 3 important psychological needs of pupils and illustrate with an example for each to show how they can serve as motiv le sorearning,

UNIT—III

39. Suggest three positive causes that often lead to inattention of pupil in classes. How can these be eliminated?

40. Enumerate the important objective factor effecting attention and illustrate how you will use each of these in the class room.

41. Bring out the relation between attention and interest. As a teacher, how would you use the principles underlying attention to improve your teaching?

42. Do you agree with the statement that our perception is determined by our attitudes? If so, illustrate your answer with the help of an experiment.

43. Efficiency in learning depends to a large extent on factors of attention. Discuss.

UNIT—IV

44. How is creativity similar to and different from intelligence? What are the techniques used to assess creativity in pupils?

45. Discuss the relationships that exist between ability to think and general intelligence.

46. To what extent is creative thinking required by
(a) Pupils and
(b) Teacher.

47. What are the usual circumstances under which inventions are made?

48. What are the responsibilities of a teacher towards creative children?

49. What are the problems which affect continued creativity of children?

50. What will be the effect on pupils if their creativity is suppressed?

51. Define imagination. What are the different types of imagination? Give a brief account of the tests used in measuring imagination?

52. What procedure would you follow to identify the creative children in schools?

53. What school programme, do you think, will aid the development of creativity in school children?

UNIT-V - Adjustment and Guidance

54. What is counselling? Compare directive and non-directive counselling.

55. Define mental health. What are the various condition which will help you to remain mentally healthy?

56. What can schools do to promote sound mental health among pupils?

57. When a child shows an unsual amount of hostility and aggressiveness in the play ground, what possible causal factors occur to you? What remedies do these causes suggest in terms of possible learning and teaching?

58. Give a detailed account of the teeahniques of conselling.

59. What do you mean by defence mechanism? Enumerate the various defence mechanism and show how they are helpful in maintaining one's sound mental health.

60. Discuss the role of counselling in a school system?

61. What do you mean by educational guidance? How would you develop a guidance programme in your school?

UNIT-VI

62. What part do association, gang and club play in shaping the personality of the individual?

63. What do you mean by group dynamics? How does the knowledge of group dynamics of a class help the teacher in imporving teaching-learning process?

64. School is a model community - Discuss.

65. What are psychological factors that hold people together?

66. What is the role of (a) home and (b) School in the process of socialization of an individual.

67. Outline any 6 ways of elevating the school to the level of a community.

Part II - Psychological Foundations of and Evaluation

Short Answer questions

UNIT - I

1. Describe Rotter's level of aspiration experiment.
2. What are the main characteristics of learning by imitation?
3. Compare insight learning with trial and error learning.
4. Describe an experiment on insight learning.
5. Describe the nature of transfer in learning.
6. What are the causes of forgetting? State any three ways of improving retention.
7. What are the important educational implications of animal experiments on conditioning.
8. What are the differences between Classical and Operant conditioning?
9. Describe an experiment illustratory of classical conditioning.
10. Contrast trial and error learning with Insight learning
11. Draw a Learning Curve and explain its characteristics
12. What are the causes for the occurrence of plateau in learning curves? How can they be overcome?

13. Explain how inductive and deductive reasoning are both involved in learning.

14. Draw a retention curve and examine its educational implications.

15. Define transfer of training and give an example.

16. Describe the conditions aiding positive transfer.

17. Give the educational implications of transfer or effect.

18. What are the educational implications of the 'law of disuse'?

19. Mention the different types of learning give an example for any one type

20. Criticise the maxim - 'Practice makes perfect'.

21. What inferences can be drawn from Ebbingham's curves of forgetting?

22. Give three examples to show how knowledge of different types of learning help you as a teacher.

23. How has the law of effect influenced our educational thinking and practice?

24. Mention the determinants for retention and give one educational application for each.

25. Distinguish between insightful learning and learning by imitation.

26. What do you mean by primary and secondary stimuli? Give examples.

27. What methods do you adopt in removing fear in a small child?

28. What are the values of recitation method in studies?

29. Explain how insight assists learning.

30. What is purposive learning and what is its importance to teachers?

31. Briefly describe Pavlov's experiment on conditioning.

32. What are the factors that determine perception?

33. Distinguish between hallucination and illusion.

34. How can a teacher help students to avoid errors in perception?

35. Describe how a conditional response may be induced and later eliminated in an animal.

UNIT-II

36. Distinguish between primary aad secondary motives.

37. Of the two possible motives for learning co-operation and competition, which would you prefer? Give atleast 3 reasons for your choice.

38. What are the various factors that determine motivation?

39. How does Maslow classify the various needs?

40. Enumerate the different types of motives used in learning giving an example for each.

41. Why should some motives be realised and some inhibited?

42. What points should a teacher keep in mind while using rewards and punishment?

43. Comment on the statement-'Motives act as selectors'.

44. Give 6 possible suggestions for an inexperienced teacher guidelines for creating motivation in the classroom.

UNIT-III

45 Explain briefly the relationship between interest and attention.

46. Describe how you will use the Tachistoscope for estimating the span of viscal attention.

47. Write a brief note on (a) fluctuation of attention and b) division of attention.

48. Explain the objective factors helping attention in the classroom.

49. State how you will overcome distraction in the classroom.

50. What is attention? How can you as a teacher gain and maintain the attention of pupils in your class.

51. What are the various factors affecting perception of things as a whole?

52. Give examples to show that attention is influenced by such factors such as change in size of objects, intensity or change of stimuli, colour or repetition.

53. What is meant by concentration of attention?

54. Study the differences between the interests of children

and adolescents and state their similarities and differences.

55. Enumerate some devices your teachers have used to stimulate your interest.

UNIT-IV

56. What are the usual circumstances under which inventions are made?

57. What are some specific weaknesses you have in creative thinking

58. How can one be a creative thinker without being a problem solver and vice-Versa?

59. Distinguish between perception and conception.

60. What is imagination? What are the different kinds of imagination you have learnt about.

61. Distinguish between aesthetic imagination and pragmatic imagination giving an example from each.

62. Distinguish creative thinking from reasoning giving an example for each.

63. What are the factors essential for creativity? How would you stimulate creative thinking in your pupils?

64. Briefly describe a few items in tests of imagination and tests of creativity.

65. What are some of the personality traits found in a creative person?

66. Discuss the relation between, Intelligence and creativity.

UNIT-V

67. Explain briefly the role of the unconsious in maladjusted behaviour.

68. What are the different types of conflicts? Give examples of each.

69. What are some adjustment problems addlescents face at home and at school?

70. Bring out the importance of counselling in school.

71. Distinguish between educational and vocational guidance with examples.

72. How does a teacher make use of a cumulative record of a child?

73. What is a cumulative folder? How does a teacher maintain it?

74. What are the characteristics of directive counselling?

75. Distinguish between directive and non directive counselling.

76. What are the qualities of a counsellor?

77. What are the various steps invloved in counselling?

78. One of your pupils studying in class VII finds it difficult to cope up with mathematics although doing very well in other subjects. How do you counsel the pupil and help him to overcome the difficulty?

79. What are the functions of a school counsellor?

80. Who are all the people who should be involved in organising a school guidance programme?

UNIT - IV

82. Define 'Primary and secondary' social groups giving two examples of each.

83. What are social homes of behaviour? Why do individuals conform to them?

84. Briefly explain the social values of religious institutions.

85. What are the important character of crowd.

86. How does imitation influence learning in group situation? Illustrate your answer giving examples.

87. How does the suggestion operate in a group?

88. Differentiate between community crowd and gang.

89. Why is family considered the primary educative and social group?

90. What is the role of club in educative process?

91. How does the gang influence and shape the behaviour of its members?

92. What are the different types of suggestion? Give an example for each.

93. What are the various ways in which groups can be classified? Give an example for each.

94 Describe how crowds behave, indicating any 4 important psychological characteristics.

95. Define sympathy and explain with examples its types.

96. Examine the role of suggestion in education.

S

97. How does imitation help in the educative process?

98. What is the relation between imitation and originality?

99. What is the place of sympathy in the educational development of pupils.

UNIT VII

100. What is a test? What are the general principles underlying testing?

101. Discuss the nature and range of individual differences.

102. Differentiate between standardised tests and teacher made tests.

103. What is the significance of objective measurement in education?

104. What are standardised tests? What are the major steps of standardisation?

105. Discuss the importance of measurement and evaluation in educational planning?

106. Compare oral and written tests with reference to their construction and use.

107. What are norms? How do they differ from standards? Illustrate your answer.

108. Differentiate between achievement, diagnostic, and prognostic tests.

109. Briefly discuss the procedure followed in their analysis.

110. Distinguish the three general types of tests educational mental and personality types.

111. What should be the teacher's responsibility towards the use of standarised tests in the classroom?

112. What are the most important general ruggestions for the construction of objective test items?

113. How can the teacher make an effective use of evaluative tests, tools and techniques in a classroom?

114. What is a normal probability curve? What are its characteristics?

115. What is a normal probability curve?

116. What are the different levels of objectives in the congnitive domain? Give an example test item measuring at least three levels.

117. What individual differences significant for education did you notice among the pupils of your class? How are, they significant?

118. Explain the nature of individual difference found among pupils and enumerate its possible causes.

119. Explain any two educational implications of individual differences found among pupils.

120. What is evaluation? How is it different from measurement? List four values of evaluation to the teacher.

121. Define the following with two examples for each
   a) educational objectives.
   b) learning experiences.
   c) entry behaviours.
   d) behavioural changes.

122. List any six factors that have made evaluation an important aspect of educational programmes.

123. What are norms? What are the different kinds of norms usually found in evaluation programmes? What purpose do they serve?

124. Give a simple test item which you think is poorly constructed from one of your optional subjects for a true-false question, multiple-choice question and completion question. Point out why you think it is poorly constructed and rewrite it to make it a good test item.

Part III- Very Short Answer questions

UNIT-I

1. Define the terms 'reinforcement' and 'Feedback

2. What is 'learning readiness'?

3. Define a learning curve.

4. Mention the steps of thinking in problem:solving.

5. Mention the major characteristics of a learning curve.

6. List the principles that will aid economical and effective memorisation

7. List the possibile cause of forgetting.

8. Enumerate some sources from which one learns,

9. What is meant by the term 'law of exercise'?

10. Distinguish between long range and short range memory.

11. What are the different types of forgetting?

12. Mention three important aids to memory.

13. What is meant by the term 'insight'?

14 Mention the three laws of learning.

15. Name the psychologists who have contributed to our knowledge of
   a) trial and error
   b) classical conditioning and
   c) insight.

16. What do you mean by 'identical elements in transfer of learning?

17. Differentiate between classical conditioning and operant conditioning.

18. Identify the type of learning involved in the following situations:

   (a) entering the class on hearing the bell.

   (b) Learning dancing.

   (c) solving mathematical problems.

19. What is meant by 'extinction of a response?'

20. What do you mean by reinforcement of a response?

21. Write the expansion of the following-Give meanings and-examples.
   (a) U.S.
   (b) C.R.

22. What do you mean by primary stimulations?

23. What do you mean by a negative transfer?

24. What do you mean by a positive transfer?

25. What do you mean by 'deconditioning'?

26. What do you mean by 'spaced learning'?

27. Give three reasons why the whole method of study is difficult to apply.

28. Define learning.

29. What is 'goal directed learning'?

30. What do you mean by fatigue in learning?

31. What do you mean by pathelogical forgetting.

32. Give three reasons why classroom learning is better than learning by oneself.

UNIT—II

33. What is motivation?

34. What is achievement motivation?

35. Give three reasons why punishment should not be used as a motive for learning.

36. What do you mean by level of aspiration?

37. List a few desirable goals that can be used in a learning situation.

38. Mention any three techniques that teachers use to motivate learning.

39. What is secondary reinforcement?

UNIT—III

40. Define span of attention.

41. Name the apparatus used to study the span of attention.

42. What is fluctuations of attention?

43. What is meant by division of attention?

44. Enumerate the subjective factors of attention

45. What is distraction?

46. Name a few factors causing distraction in the class-room.

47. Mention three steps you would take to gain the attention of your pupils.

48. What is meant by attitudes?

49. Define attention.

50. What is meant by dy of the field.

51. Name the two errors of perception.

52. What methods are used to measure interest.

UNIT—IV

53. Define creativity.

54. What is drivergent thinking?

55. What is convergent thinking?

56. Suggest three ways to teach a child to perceive well.

57. Mention the different types of imagination.

58. Mention three school activities which give scope for pupils creative expression.

59. What do you mean by the technique of brain storming?

60. What is meant by productive creativity?

UNIT—V

61. Name the different types of counselling.

62. What is maladjustment? Give an example.

63. Mention three conditions in the school caushing frustration.

64. State three important characteristics of mental health.

65. Mention three causes of poor mental health found among school pupils.

66. What is Eclectic Counselling?

67. What is Directive Counselling?

68. What is Nondirective Counselling?

69. What do you mean by 'entry behaviour' and 'terminal behaviour'?

UNIT-VI

70. Define the terms 'sympathy', imitation' and 'suggestion'.

71. What is an association?

72. What is a club?

73. What is a community?

74. What is social cohesion?

75. List the important characteristics of a democratic community.

76. Define the following terms: suggestion, contra suggestion, and auto suggestion.

77. Name the factors that enhance suggestibility.

UNIT-VII

78. What are the characteristics of a good test?

79. What is meant by an objective test.

80. Name different types of norms.

81. Define reliabilty, validity and objective.

82. What are the different methods of calculating reliability.

83. What are the different types of validity?

4. What are standardised test? Name two stardardised test.

85. What are achievement tests?

86. Differentiate between diagnostic and prognostic tests.

87. List any three important principles of test construction.

88. What do you mean by difficulty index of a test item.

89. What are the different types of objective tests?

90. Give two examples for
    (a) True - false type of items.
    (b) multiple choice items.

91. What do you mean by item analysis?

92. What is the significance of preliminery try out of a test.

93. Define mean and median. Give the formula for each.

94. What are the various measure of central tendency and dispersion?

95. When do you make use of rank difference method for calculating correlation?

96. What is the formula for calculating coefficient of correlation?

97. What are the advantages of tabulation?

98. What do you mean by frequency distribution.

99. What is a class interval?

100 How do you determine the number of class interval for a frequency distribution.

101. What is quartile deviation?

102. What is the formula used to calculate standard deviation?

103. How will you calculate mode form median and mean? Calculate mode, given median = 54, mean = 56.5

104. Calculate the Arithmetic mean for the following data.

class interval	frequency
10—15	1
15—20	2
20—25	2
25—30	3
30—35	4
35—40	5
40—45	8
45—50	9
50—55	7
55—60	4
60—65	3
65—70	1
70—75	1

105. What types of tests should the teacher be encouraged to use most frequently and why?

106. What is a cumulative frequency curve?

107. What is a hystogram?

108. What are the uses of frequency polygon?

109. Distinquish between the recall and recognition items.

110. Bring out the difference between a diagnostic and an achievement test.

111. How are interpretation made on the basis of the co-efficient of correlation?

112. Calculate the median and mode for the following sets of scores.

1. 21, 24, 27, 29, 29, 30, 32, 33, 35, 38, 42, 45.
2. 54, 59, 64, 67, 70, 72, 73, 75, 78, 83, 90.
3. 7, 8, 9, 9, 10, 11.

113. What is a coefficient of correlation?

114. What is discrimination index?

115. Suggest any three ways of improving the validity and objectivity of essay type tests.

116. Enumrate any three merits and any three limitations of objective type tests.

117. Should a valid test be also reliable? Should a reliable test be also valid? Why?

Education in India (General and Special Problems)

Paper - II Part - I

Primary Education

Topic I. Difficulties in implementing the constitutional provesion for universal and compulsory education.

Type of question: Essay questiosn

1. What are the difficulties in implementing the constitutional provision for universal compulsory education?

2. Discuss as to how far the constitutional provisions for universal compulsory education have been implemented is our country?

3. What are the difficulties faced by the Governments (centre and the states) in the matles of universal provision of school facilities?

4. Examine as to how "Universal provision of school facilities has been implemented in your state highlighting the difficulties faced in the process.

Topic 2. Improving the qualtiy of primary education.

5. Critically examine the quality of primary education in your state.

6. What measures may be taken for improving the quality of primary education by the state?

7. Examine the problems involved in improving the quality of primary education.

8. Explain how the home, the community and the state can contribute to the quality of primary education.

Topic 3. Midday meals and school improvement schemes

9. Outline the role of Midday meals scheme in the expansion of primary education.

10. Examine how far the school improvement scheme has brought the schools and the community closer.

11. The school improvement schemes of Tamil Nadu have been considered as in in educations- Explain.

12. Show how the Midday meals scheme and school improvement schemes have contributed to the improvement of primary education.

Topic IV Wastage and Stagnation

13. Suggest the various measures that can be taken to overcome wastage and stagnation in education.

14. What are the causes for wastage and stagnation in primary education?

15. Describe the measures taken by the State to curtail wastage and stagnation in primary education.

Topic V

Administration and supervision of Primary education

16. Discuss the role of Supervision for toning up the quality of education

17. Discuss the problems faced in the administration of

primary education by the local bodies of self-Government.

18. What contribution can a Deputy inspector of schools make for improving tne quality of primary education in an educational range

1. Title of Paper: Education in India (General and Problems) Paper II.

Unit 2: Secondary Education

Topic 1. Improving the quality by upgrading the syllabus.

Type of question. Essay.

19. Suggest how can the quality of secondary education be improved to meet more effectively the needs of present day society.

20. It is said widely now a days upgrading of the syllabus of secondary education has added to the burdens of the average and below average children. Comment on this view, giving pedagogic reasoning.

Topic 2 Higher Secondary and Secondary Schools

21. In the new pattern of 10+2+3 education, what are the purposes and objectives of Higher secondary schools?

22. In the new pattern of 10+2+3 education, what are the purposes and objectives of Secondary schools?

Topic 3. Total development of Personality

23. Describe how secondary education can lead to the total development of the personality of the pupils.

Topic 4

Motivating the thinking and
Reasoning abilities of students.

24. Explain how can the upgraded secondary syallabus contribute to motivating the thinking and reasoning abilities of students, with refernee to your elective subject.

1. Title of paper : Education in India (General and Special Problems)

Unit 3. Higher Education.

Topic 1. The problem of maintaning.

Type of question Essay.

25. Describe the problems involved in maintaining standards in higher education.

26. Examine the importance of higher education in our effort for national development.

27. What measures will lead to the qualitative development of higher education.

Topic 2 Selection Procedures.

28. Discuss the problems that are involved in a number of selection procedures adopted in higher education.

29. It is said in a democratic country, administion to higher education should not be selective. Comment on this view giving your reasoned arguments.

30. What are the defects of the various selection procedures used in higher education in your state and suggest suitable remedies.

Topic-3

Motivating the students

31. Account for the motivational problems noticed among students in lights education.

32. Suggest a variety of measures that may be adopted to overcome the motivational problems of students in higher education.

Topic 4.

Maintaining a study atmosphere

33. What are the difficulties likely to be faced in a college in the makes of maintaining study atmosphere and suggest suitable remedies.

UNIT—3

Topic 5.

Embasis as the development of originality and creativity.

34. Discuss the scope, importance and problems for the development of originality and creativity of the students in a college set - up

Title of the paper Education in India
(General and Special Problems)

PAPER II

UNIT 4 Teachers Education

Topic 1 Selection for training.

Type of questions: Essay.

35. What should be the criteria for selecting candidates for training as teachers at the primary and secondary levels,

36. What are the selection procedures used for selecting candidates for training as teachers at the secondary level, Discuss the merits and demerits of these procedures.

Topic 2 Professional Preparation at various levels.

37 What are the major weaknesses noted in the existing system of professional preparation of teachers at various levels?

38 Discuss the suggestions of the Kothari commission Report for improving the quality of teacher education at the secondary level.

Topic 3 Increasing professional efficiency.

39. Discuss the importance of increasing the professional efficiency of teachers with regard to qualitative improve ment of education.

Topic 4 Maintaining the status of teachers.

40. What are the various measures takes by the Government for improving the status of teachers at the secondary level?

Topic 5 Professional code of ethics.

41. Explain the role of teachers, parents and the community with regard to maintenance of professional code of ethics for teachers.

UNIT 4 Teachers Education

Topic 6 Inservice education of teachers
Type of Questions Essay

42. Discuss the importance of inservice educations of teachers for maintaining quality in education and show the role played by SCERT and NCERT in this matter.

Topic 7 Role of Professional Organisations

43. Diseuss the role of professional organisations of teachers in promoting teacher-efficiency and teacher-morale.

UNIT 5 Adult Education

Topic 1 Changing concept of adult education

Type of questions Essay

44 Explain the significance of adult education to our national development.

45. Discuss the various adult education programmes undertaken in our country and assess their strengths and weak nesses.

opic 2 Social Education

46. Discuss the importance of social education for rural community development in our country.

pic 3 Continuing Education

47. Describe the facilities avaliable for continuing education in your state.

Topic 4 Use of mass communication media

48. Discuss the role and value of mass communication media in adult education.

opic 5 Motivating the adults

49. Discuss the special difficulties faced in motivating the adults for participating in a variety of adult education programmes.

Topic 6 Organisation of a regular adult education Programm

50. Discuss briefly the philosophy and some programmes of nonformal education in our state.

51. Discuss the role of various agencies in the organisation of regular adult education programme in our state.

UNIT-IX Curriculum Planning

Topic 1. Curriculum Planning

52. Discuss briefly the essential principles for curriculum planning.

Topic 2. Upgrading and maintaining standards

53. Discuss the essential features of the upgraded ten year school curriculum.

54. Compare and contrast the recommendations of the Secondary Education commission and Kothari Education Commission on curriculum reconstruction.

55. "Educative process includes the following pentagular forces: Educational objective, curriculum, Learning experiences, instructional methods, and Evaluation process" — Discuss.

Topic 3. Making the curriculum active and practical.

56. Assess as to how far the ten year school curriculum is practical and related to life.

57. Show the secondary education curriculum is orientated for national development.

Topic-4 Work Experience

58. Discuss the philosophy of work experience in the context of the ten year school curriculum.

59. Outline the work experience programme of the ten-year school curriculum, as formulated by the NCERT.

UNIT-X

Topic 1 Tools of education

60. List the various tools of education and assess their relative merits from the point of view of learning.

Topic 2 Text Books, qualities of good text books and nationalisation of text-books.

61. What are the essential qualities and features of a good text book at the secondary level?

62. What are the different defects and difficulties pointed out in the mass preperation, production and distribution of school text-books.

63 Discuss various recommendations of the Kothari Education commission on improving the lot of text-books.

Topic 3 Library facilities and utilisation of libraries

64. Describe the role of school library in making the curriculum active and developing originality of the individual pupil

Topic 4 Use of audio-visual aids, existing difficulties in using the aim and how to overcome them.

65. Describe the existing difficulties in using audio-visual aids in schools and suggest ways and means to overcome them.

Topic 5. Laboratory facilities-ways and means of making the best use of them.

66. Critically examine the place of laboratory-based learning in our secondary schools.

UNIT XI Staff student relationship and student unrest.

Topic I Staff-student relationship

67. What are the common staff-student relationship problems in our secondary schools and suggest remedies to overcome them.

Topic 2 Student unrest

68. What are the factors that are responsible for student unrest at the secondary school level and suggest as to how they may be overcome.

UNIT XII Education of Girls

Topic 1

69. Describe briefly the problems involved in the expansion of education of girls at all levels.

Topic 2 Co-education

70. Suggest definite measures for overcoming the problems faced in co-educational institutions.

UNIT XIII Education of the handicapped

71. Describe the different categories of handicapped children and point out what are the special facilities required for their education.

72. Describe the facilities available for the education of handicapped children in Tamil Nadu through the services of many agencies.

UNIT XIV

Topic—1. Diversification of education at different stages.

73. Examine the value of diversified courses at the plus two stage of education in the context of the country's development.

Topic—2. Emhapsis on vocational education.

74. Describe the state of vocational education in our country, highlighting the problems faced therein.

Topic—3. Student aptitudes and chann elising them to different streams.

75. Discuss the need, value and problems associated with the issue of channelesing students to different streams based on their aptitudes.

Topic-4. Educationa and Vocational guidance

76. Explain the principles of educational and vocational guidance and show what facilities are available in this area in the secondary schools of Tamil Nadu.

UNIT—IV

Evaluation and Examination Reform.

77. What are the practical difficulties in implementing the examination reform proposals submited by different commission reports.

78. Suggest practical measures for overcoming some of the practical difficulties faced in implementing examination-reform proposals of different Education commission reports.

1. Title of Paper; Education in India (General and Special Problems).
2. Unit-1. Primary Education.
3. Topic-1 Difficulties in implementing the constitutional provision for universal compulsory education.

4. Type of Questions: Short Answers.

1. Describe the constitutional provision for universal compulsory primary education.
2. Mention any three difficulties in the implementation of he constitutional provision for universal compulsory education.
3. Suggest three measures to overcome the difficulties in implement ng the contitutional provison for universal compulsory education.
4. Mention any five difficulties in the matter of universal retention of pupils.

Topic 2. Improving the quality of primary education

5. Define and describe the quality of primary education.

Topic 3 Midday meals and school improvement schemes

6. Describe the contribution of midday meals schemes to school chiidren's health.
7. Identify the innovative features of school improvement programmes in Tamil Nadu,
8. Show how the school improvement schemes benefit the primary pupils.

Topic-4 Wastage and Stagnation

9. What constitutes wastage in primary education?

10. What are the causes for stagnation in primary education?

11. Critically examine the scope of automatic annual pormotions to reduce stagnation and wastage. T.

1. Title of Paper: Education in India (General and Special Problems)
2. Unit-2. Secondary Education.
3. Topic-1. Improving the quality by upgrading the syllabus.

4. Type of Questions Short Answers.

12. Account for the need of upgrading the secondary school syllabus.

13. Show how the secondary syllabus can be upgraded in any one of your elective subjects with reference to any one unit.

Topic 2 Higer Secondary and Secondary schools

14. Examine the place of work experience in secondary schools.

Topic3 Total development of personality

15. Explain the concept of the total development of personality.

16. Show how the teacher can contibute to the total development of personality of the secondary pupils.

Topic 4 Motivating the thinking and and reasoning abilities of students

17. Show how the secondary school [laboratory can contribute to the development of thinking and reasoning abilities of the pupils.

18. Show how the secondary school library can contribute to the development of thinking aud reasoning in pupils.

19. Mention the methods of teaching in your special subject that tend to promote thinking and reasoning abilities in secondary pupils.

UNIT–III: HIGHER EDUCATION

Topic: 1. The problem of maintaining standards.

Type ; Short answers.

20. Identify the problems faced in the maintenance of standards in higher education.

Topic 2 Selection procedures

21. Discuss the merits and demerits of 'interview' as a selection procedure in higher education.

22. Discuss the merits and demerits of specially conducted selection tests' in higher education.

23. Assess the plaee of 'aptitude testing' as a selection procedure in higher education.

24. Mention the pitfalls of open-door' policy with regard to admission in higher education.

25. Consider the place of merit with regard to selection procedures in higher edncation adopted in your state.

UNIT-III

Topic-3. Motivating the students

Type- Short answers

26. Describe the problems of motivation among students in higher education.

27. Show how far the methods of teaching in higher education influence the motivation of students.

Topic 4. Maintaining a study atmosphere

28. How can we maintain a study atmosphere at the higher level of education?

Topic 5 Emphasis on the development of originality and creativity.

29. How can the library be effectively used for the development of originality and creativity among college students ?

UNIT—IV TEACHER EDUCATION

Topic-1. Selection for Training.

Type : Shot answer questions.

30. What should be the criteria for selecting candidates for training as teachers at the primary level ?

31. What should be the criteria for selecting candidates for training as teachers at the secondary level ?

Topic—2. Professional preparation at various levels.

32. What are the suggestions of the Kothari Commission with regard to removing the isolation of teacher education from Universities ?

33. What are the suggestions of the Kothari Commission with regard to removing the isolation of teacher education from schools ?

34. What are the suggestions of the Kothari Commission with regard to removing the isolation of teacher education for various levels ?

35. What are the functions of the state Boards of teacher education, as sugested by the Kothari Commission ?

Topic—3. Increasing professional efficiency

36. How can the teaching practice be utilised more effectively to increase professional efficiency of teachers.

37. Comment on the statement of Kothari Commission Report. "the destiny of India is shaped in the class rooms "

Topic—4. Improving the status of teachers.

38. What is the significance of the celebration of 'Teachers' Day ?

Topic—5. Professional code of ethics.

39. Discuss the need and importance of a professional code of ethics for teachers with regard to teacher moral.

Topic 6. In Services education

40. Explain the need and value of in service education of teachers.

41. Mention the various agencies responsible for in-service education of teachers.

42. Discuss the role of NCERT for the in-service education of teachers.

43. Discuss the role of SCERT for the in-service education of teachers.

44. Explain the value of Summer Institutes for teachers.

Topic—7. Role of Professional organisations.

45. Name the professional organisations of teachers in your state.

46. Discuss the role of professional organisation with regard to in service education of teachers.

UNIT—V ADULT EDUCATION

Topic—1. Changing concept of Adult Education.

Type : Short answer.

47. Explain the progress of adult literacy in our country since Independence.

48. Name three programmes meant for arresting the growth of illiteracy in our country.

49. Describe the role of the Universities in adult education programmes.

50. Distinguish between adult literacy and adult education.

51. Give an account of functional literacy programme.

52. Discuss the merits of part-time education.

Topic2 Social Education

53. What are the features of social education.

Topic 3 Continuing Education

54. Discuss the value of correspondence courses in continuing education.

55. State the values of continuing education.

56. Discuss the role of the Tamil Nadu Board continuing education for the promotion of "confiining education.

Topic-4 Use of mass communication media

57. Mention the contribution of the All India Radio in the Promotion of adult education our state.

58. Mention the contribution of the Television Programmes in the promotion of adult education in our states.

59. Asses the value of daily newspapers in the regional languages for promoting adult education.

Topic-5 Motivating the adults

60. Mention the special difficulties faced in motivating the rural adults for [participation in adult education programmes.

61. Suggest how women can be motivated to participate in adult education programmes.

Topic-6 Organisation of a regular adult education Programme

62. Describe any five important conditions necessary for the success of literacy programmes.

63. Discuss the special features of the literature for neo-literates.

64. Discuss the central role of the promotion of rural social education.

UNIT—9 Curriculum Planning.

Topic—1 Curriculum Planning

Type : Short Answers

65. Distinguish curriculum from syllabus.

Topic—2. Upgrading and maintaining standards.

66. Explain the need for periodic upgrading of the school syllabus.

Topic—3. Making the curriculum active and practical

67. Describe the difficulties experienced in the implementation of the three-language formula.

68. Describe the working and implication of the modified three-language formula

69. Discuss the place of English in the 10 year school curriculum-

70. Discuss the place of regional language in the 10 year school curriculum.

71. Discuss the place of Hindi in the 10 year school curriculum.

72. Discuss the relative importance of Hindi and English in the Ten Year school curriculum.

Toipc—4. Work experience.

73. Explain how the programme of 'work experience' makes the Ten Year school curriculum active.

74. Establish the need for including 'work-experience' in any scheme of education.

75. Distinguish "work-experience" of the Ten Year School curriculum from that of the earlier scheme of Basic Education.

UNIT-X Tools of Education

Topic.1 Tools of Education. No. question.

Type : Short answers.

Topic-2. Text books - qualities of good text books-Nationalisation of text-books.

76. Discuss the values of exercises in good text books.

77. Point out the merits and demerits of nationalisation of text books.

78. What is the role of NCERT in text-book preparation?

Topic–3 Libary facilities-Utilisation of libraries

79. Mention some of the modern library facilities that will promote sound study habits.

80. Suggest suitable measures for opitimum use of library facilities by school pupils.

81. Establish the need for a class library or subject library in a school.

82. List some of the health habits that may be developed through the use of school library.

Topic-4 Use of Audio-Visual aids

Existing difficulties in using them-how to overcome them.

83. Name some of the non-projected aids that may be used in secondary school.

84. Name some of the projected aids that may be used in a secondary school.

85. Describe the difficulties experienced in the use of projected aids in secondary schools.

86. Suggest remedies to overcome the difficulties experienced in the use of projected aids in secondary schools.

87. Examine the role of educational films in the teaching-learning process.

Topic-5 Laboratary facilities - ways and means of making the best use of them.

88. Mention some of the common difficulties experienced in schools with regard to laboratory facilities.

89. Suggest measures to overcome some of the common difficulties experienced in the use of laboratory facilities in secondary schools.

UNIT-XI. Staff - student relationship - students' unrest

Topic-I. Staff student relationship.

Type : Short answer.

90. Discuss the value of staff-student relationship from the point of view of the character development of school children.

91. Discuss the value of staff-student relationship from the point of view of school discipline.

92. What type of staff student relations should exist to bring in democratic class-room climate.

Topic-2. Student unrest.

93. What are the educational causes for students' unrest?

94. What are the non-educational causes for students' unrest?

UNIT-12. Education of Girls - co-education.

Topic-1. Education of Girls.

Type : Short answers.

95. What are the problems faced in the matter of enrolement and retention of girls in schools?

96. Examine the problems faced with regard to education of girls at the secondary level.

97. Suggest measures to overcome the problems faced in the matter of education of girls at the secondary level.

Topic-2. Co-education

98. Distinguish co-educational schools from mixed schools.

99. Weight the merits and demerits of Co-education.

UNIT—13. Education of the handicapped.

100. Name the categories of handicapped children.

101. Name the agencies that are involved in the education of the handicapped children.

102. What are the facilities provided for the education of the blind in Tamilnadu ?

103. What are the facilities provided for the education of the deaf in Tamilnadu ?

UNIT—14. Topic—1. Diversification of education at different stages

104. Explain the need for diversification at the +2 stage of education.

105. Specify ten areas for diversified studies at the +2 stage

Topic—2. Emphasis on vocational education.

106. Write short note on vocational efficiency as the aim of education.

107. Explain the concept of vocational education with special reference to the needs of growing economy of our country.

Topic—3. Students' aptitudes and channelising them to different streams.

108. What are the practical problems involved in allocating students to different streams based on their aptitudes only ?

109. What are the problems involved in alloting students to differents streams, disregarding their aptitudes ?

Topic—4. Educational and vocational guidence.

110. Explain the basic principcles of vocational guidance.

111. What are the practical difficulties and deficiences faced in the matter of providing educational and vocational guidance in our secondary schools ?

112. Show how the provision of educational and vocational guidance can curtail frustiation among students at the post school final stage.

113. Account for the slow pace of guidance movement in our country.

114. What problems have risen in our higher education owing to the dearth of facilities for proper educational and vocational guidance ?

UNIT—15

Topic: Evaluation and Examination Reform

115. What are the functions of the state Evaluation Unit according to the Kothari Commission Board?

116. What are the problems of internal assessment?

1. Title of Paper: Education in India (General and Special Problems)

2. Unit-1 : Primary Education.

3. Topic 1 : Difficulties in implementing the constitutional provision for Universal Compulsory education.

4. Type of Questions: Very short answers.

1. Define the concept of Universal compulsory primary education.

2. Define the concept of universal provision of school facilities.

3. Define the concept of universal enrolment of pupils.

4. Define the concept of Universal retention of pupils.

Topic-2 Improving the quality of primary education

5. What determines the quality of primary education?

6. What is the teacher's contribution in determining the quality of primary education?

7. Describe the importance of primary education, in our democratic setup.

8. Describe the role of the community in improving the quality of primary education.

Topic-3 Midday meals and school improvement schemes

9. Mention some of the school improvment schemes.

Topic-4 Wastage and stagnation

10. Define wastage in primary education.

11. Define stagnation in primary education.

1. Title of the Paper.

2. Unit-2. Secondary Education.

3. Topic-1. Improving the quality by upgrading the syllabus.

4. Type of Questions : Very short answers.

Topic 1 and 2 No Questions.

Topic-3 Total development of personality

12. Define the concept of the total development of personality in secondary pupils.

Topic-4 No Questions

UNIT-3 HIGHER EDUCATION

Topic-1 The problem of maintaining standards.

Type : Very short answers.

13. Define the concept of standards in higher education.

Topic-2 Selection procedures.

14. Mention the selection procedures adopted in higher education.

15. Name any three criteria to be used for selection in higher education.

Topic-3 Motivating the students

16. Define the concept of, 'motivation among students in higher education.

Topic-4. Maintaining a study atmosphere : No questions.

Topic-5. Emphasis on the development of originality and creativity.

17. Specify three methods of teaching that help the development of originality and creativity of college students.

UNIT-4 Teacher Education

Topic-1 Selection for training—no questions.

Type : Very short answers.

Topic-2 Professional preparation at various levels.

18. Explain the concept of 'comprehensive college', as suggested by the Kothari Commission.

Topic - 3 Increasing Professional efficiency

19. Explain the concept of 'micro-teaching'

Topic-4. Improving the status of teachers-no question.

Topic-5. Prefessional code of ethics

20. Explain the term, "Professional code of ethics for teachers"

Topic-6 In Service education

21. Explain 'SCERT'.

22 Explain 'NCERT'.

Topic-7 Role of Professional organisations-no questions.

UNIT-5 Adult Education.

Topic 1 Changing concept of adult education-no question

Type; Very short answers

Topic–2 Social Items Education

23. Define social education.

Topic-3 Continuing Education.

24. Define the concept of 'Continuing education'

Topic-4 Use of mass communication media–no questions,

Topic-5 Motivating the adults.

25. Define the concept of 'neo-literate'

Topic-6 Organisation of a regular adult education-programme

26. Mention any three agencies serving the cause of adult education.

27. Mention any three agencies serving the cause of continuing education.

28. Mention any three agencies serving the cause of social education.

UNIT:-9 Curriculum Planning,

Topic: Curriculum planning

Type: Very short answers.

29. Define the term 'Curriculum'.

Topic 2 Upgrading and maintaining standards,

30. Define, 'Upgrading the curriculum'

Topic-3 Making the curriculum active and practical

31 Mention the body that originally recommended the three formula and state the formula itself.

Topic-4 Work experience

32 Define the cocept of 'Work experience' in the context of the Ten Year school curriculum.

UNIT-10 Tools of Education

Topic-1 Tools of Education

Type: Very short answers

33. Name three tools of education.

Topic-2. Text books-Questions of good text books-Nationalisation of Text books

34. Explain "Nationalisation of Text-books."

Topic-3 Library facilities-Utilisation of libraries

35. Mention the different categories of libraries available in our country.

Topic-4 Use of Audio-Visual aids-existing difficulties in using them-how to overcome them

36. Justify the chalk-board being used as the commonest teaching aid.

37. What is a "language laboratory"?

Topic-5 Laboratory facilities-wages and means of making the best use of them-no questions

UNIT-II

Staff-Student relationship-students' unrest

Topic-1 Staff-student relationship (no question)

Type : Very short answers

Topic-2. Students' unrest

38. Suggest any three measures to overcome students' unrest.

39. Mention any three eauses that lead to students' unrest.

Unit-12 Education of Girls Co-education

Topic-1 Education of Girls-no question

Type ; Very short answers

Topic-2 Co-education

40,. Explain the meaning of Co-education.

UNIT—13 Education of the Handicapped: No questions.

UNIT—14, Topic 1 Diversification of education at different stages

41, Explain the meaning of "diversification of education.

Topic 2. Emphasis on vocational education

42. Distinguish vocational education from professional education.

Topic—3 Students' aptitudes and channelising them to different streams

43. Mention two values of educational streaming.

Topic—4 Educational and vocational guidance.

44. Explain the concept of guidance."

45. Explain the concept of "Vocational guidance."

46. What do you understand by the term, "career information ?"

UNIT—15.

Topic. Evaluation and Examination and Reform.

Type : Very Short answers.

47. Explain " Question Bank.".

SEMESTER-II

Education in India

(General and Special Problems)

Paper—II

Health Education & Physical Education

Essay Questions

UNIT-6: Health Education

1. State the need for Health Examination in schools. What methods would you adopt by way of follow-up?

2. What are the ways in which hygienic habits could be inculcated among school children?

3. What are the communicable diseases which occur in an epidemic form? What are the preventive measures which could be adopted by the school?

4. What are the essentials of a balanced diet? Prepare a balanced diet sheet for a primary school child.

5. What is sex education? Discuss the relative responsibilities of parents and teachers in this matter.

6. What is the need for sex education? How could it be imparted in schools?

7. Are you in favour of providing sex education at the secondary or higher secondary stage? Give your reasons.

8. State the differing views that prevail with regard to the teaching of sex education in schools. How can sex education be correlated with the teaching of sciences.

9. What are the Health Services that a school can render to its pupils?

UNIT- : Physical Education

10. "Physical education is an integral part of education." Discuss.

11. Examine the place and importance of Intramurals in secondary schools and show how they could be effectively organised.

Short Answer Type

UNIT-6: Health Education

1. What steps will you take to prevent the occurrence of the common ailments among school children?

2 State how you would organise and conduct a Health Clinic in (a) residential school and (b) a non-residential school.

3 Why is a knowledge of First Aid important for a teacher?

4 What are the purposes of the daily health inspection?

UNIT 7: Physical Education

5. Suggest some physical education activities suitable for children aged 10 to 13 years. Why do you include such activities?

6. What are the methods of handling a group for minor games.

7. What are the methods of teaching major games.

8 What method would you adopt to teach a rhythmic activity?

Very Short Answer Type

UNIT: 6: Health Education

1. Mention three reasons for organising a Health Week in school.

2. Distinguish between communicable and non-communicable diseases.

3. Distinguish between prevention and prophylaxis.

4. Explain in two or three sentences;

   a) isolation

   b) quarantine

5 Bring out the essentials of a balanced diet.

UNIT 7: Physical Education

6. Bring out the relation of Physical Education to other aspects of education.

7 List the physical activities suitable for various age groups.

8 Give three illustrations as to how you would organise physical activities for different groups.

SEMETER-II

Education in India

(Special Problems)

Unit VIII-Nutrition Education

ESSAY TYPE

1.	Explain the reasons for malnutrition and bring out the need for integrating nutrition education in the educational system.	Re and T
2.	Enumerate the outward signs of good and poor nutrition and state how you as a teacher would help diagnosis and prevention of poor nutrition.	Re and A
3.	Bring out the need for a secondary school teacher to know the nutrient composition of foods and their functions.	T
4.	Illustrate in general as to how as a teacher you would integrate nutrition education in literature, Arithmetic and Arts and Crafts; and give specific examples from the subject you had specialised in your first degree.	T and A

Short answer type.

1.	Enumerate the need for integrating nutrition education in the educational system.	T
2.	Enumerate the causes for malnutrition.	Re

3. State how as a teacher you would help reduce the causes of malnutrition. A

4 Point out five reasons as to why a knowledge of nutritient composition of foods and their functions is necessary. T

5. Mention five ways in which you would assess nutritional status of the pupils of your class. A

6 Tabulate the distinctions between good and poor nutrition. S and T

7. Bring out the relation of body signs and nutritional status. T

8. Mention five ways in which you would integrate nutrition education through your teaching for standard VIII A

9. Mention five ways in which you would integrate nutrition education through your teaching for standard IX. A

10. Mention five ways by which ignorance towards proper nutrition can be removed. A

Very Short Answer Question

1. List six reasons for integrating nutrition education in the educational system. Re

2. List six important outward body signs of good nutrition. Re

3. List six primary (chief) outward body signs of poor nutrition. Re

4. Explain three reasons as to why a knowledge of nutrient composition and their functions is essential for a teacher. T

5. State three ways through which you would help reduce malnutrition among school children. A

6. Mention three ways you would adopt to impart nutrition education to your pupils. A

7. Bring out the evils of mal nutrition. T

8. Bring out the relation of poor nutrition and educational achievement. T

9. 'Sound mind in a sound body'—Justify this with three illustrations. T

10. State how good nutrition can help in promoting national welfare. T

Mathematics

Paper – II

Special Methods

Part I—Essay Type Questiens

UNIT-I

Topic :- Values

i. Practical

ii. Social

iii. Disciplinary

iv. Cultural

1. Mathematics and its teaching serve as instruments of social change. Discuss this statement and indicate how you would integrate Mathematics teaching with life situations.

2. How does learning of Mathematics prepare an individual for the future?

3. 'The teaching of Mathematics in secondary schools is essential for making education job-oriented' critically evaluate this statement.

4. 'The utilitarian values of Mathematics have long served to justify its traditional importance in school education' - Discuss.

5. Modern Scientific age requires more than the large outline of mathematical knowledge now being taught in schools - Discuss this statement with reference to the aims of teaching Mathematics.

6. a) Specify the reasons for traditional emphasis on the disciplinary value?

   b) Highlight the significance of modern conception of disciplinary values of teaching mathematics?

7. Discuss the various aims of teaching mathematics in the secondary schools. Which of these aims should be emphasised during the last two years of secondary school education?

8. "The true end of Mathematical teaching is power and not knowledge. Comment on this statement with reference to the aims of teaching mathematics.

9. "Our modern civilisation owes its stamp indirectly to Mathematics' - Discuss this with reference to the values of teaching Mathematics.

10. Evaluate the disciplinary values of teaching mathematics.

11. Enumerate the practical and social values of teaching mathematics?

12. Mention the various aims of teaching mathematics. Which of these aims should be stressed in the secondary school? Why?

13. 'Mathematics has always been a compulsory subject in any curriculum because of its high values'-Discuss.

14 "General education throughout its history has included Mathematics as one of its major components'-Substantiate the above statement.

15. We must treat mathematics as a product of human societies whose members co-operate socially to advance civilisation and culture - Explain with reference to the cultural values of teaching mathematics.

16. We teach mathematics because of its general usefulness and its contingent practical value - Discuss this statement.

17. What habits, attitudes and ideals are developed in pupils by a study of mathematics? Illustrate your answer with specific examples.

18. With examples describe how the study of mathematics can contribute in the development of practical values.

19. How would you encourage pupils to develop an interest in the progress of mathematics in modern times?

20. Explain with illustrations how a mathematics teacher can develop vocational interests in the pupils?

21. How can a Mathematics teacher develop in pupils an appreciation of modern scientific developments. Supplement your answer with examples.

UNIT-II

Topic:- Content and Organisation

a) Content
1) Modern Trends.
2) Principles of selection
3) Core and Elective Courses.

b) Organisation
1) Logical and Psychological
2) Topical and spiral Plans.
3) Correlation Pattern.

22. The Mathematics content to be taught to children should be

    a. What the child will need most when he grews up.

    b. What he thinks he needs now.

    c. Teach him no maths; leave the task to life.

    which of the 3 statements is considered best? On what facts do you base your answer?

23. What factors influence the selection of material for the Mathematics course in the secondary school? Do you think we are teaching enough mathematics to our pupils now?

24. Describe the general principles of selection of subject matter for secondary school course Examine in the light of those principles the present secondary school Maths syllabus.

25. Give an account of the principles to be observed in the planning and development of Mathematics syllabus for the secondary school.

26. "The needs of pupils at different stages should be reflected in the Mathematics syllabus". Examine this statement with reference to the mathematics syllabus in secondary schools.

27 What are the things one should take into account while revising mathematics syllabus? What should be the periodicity of such revision? Give reasons for your answer.

28. What are the recent trends for curriculum enrichment programme in mathematics? Give your opinion also.

29. Briefly summarise the influence of the 'explosion' of

mathematical knowledge'. - on the curricular reforms in our country. How is our mathematics curriculum influenced by these changes?

30. Illustrate the concentric pattern of arrangement of content present in secondary school mathematics syllabus withsuitable examples.

31. Discuss the merits and demerits of concentric arrangement of the mathematics syllabus.

32. Examining the present mathematics syllabus, offer suggestions for its improvement and enrichment.

33. Explain giving examples how the present mathematics syllabus for Standard X caters to the interests of pupils who have a high mathematical aptitude.

34 With examples explain how the present mathematics for Standard X caters to the interests of pupils syllabus who are low achievers.

35. What are some of the main objectives of the present organisation of mathematics taught in our secondary schools?

36. What applications of mathematics does a well educated citizen need to use commonly or to understand as maths of general information?

37. Only one - track course in mathematics (ie) general mathematics is given in the secondary school at present. How can the teacher best determine the selection of the topics for standard X?

38. What is meant by saying that in curriculum building "careful attention must be given to bridging the gaps between school and society." Discuss with reference to secondary school mathematics curriculum

39. Give your opinion as to the wisdon adopting the one-track system implemented for the secondary school.

40. What influences have been exerted in the curriculum in mathematics in this century by educationists?

41. Specify the kinds of scientific studies that would be helpful in determining a better curriculum in Mathematics for the secondary school?

42. What were some of the more important causes of change in the Mathematics programme in our Schools?

43. What factors do you attribute to the intensity of the current demand for reshaping the mathematics curriculum of the secondary schools? Be as explicit as you can.

44. Currently efforts are being made to introduce 'work experience' programme in schools. If this is done, explain how, as a teacher of mathematics, you would plan to correlate mathematics with the work experience porgramme. Illustrate your answer with atleast three examples.

45. In your opinion, what are the modern trends for building a curriculum in mathematics for high schools?

46. Mention the modern trends in the construction of a syllabus of mathematics, and state how far these are reflected in the revised syllabus.

47. Describe the different methods of organising the teaching material of school mathemetics and indicate why the concentric plan of arrangement is preferred in most cases.

48. Examine in detail the sailent features in the contents of maths syllabus tn the secondary schools?

49. What are the conflicting views on the inclusion of modern maths in the mathematics syllabus for secondary schools? What is your opinion about it? Quote concrete examples.

50. "The course of study must be simplified by rigorously excluding all those topics that are not possessed of social use. It must be enriched by introducing the facts and practices of modern life". Elucidate.

51. 'A sound curriculum is constructed so that it can be adjusted to meet various needs and capacities' - Explain what precautions must be taken while selecting topics for a mathematics course in Standard IX and X.

52. In your opinion, what should be the nature and content of the elective part of mathematics.

53. 'Under the modern plan of organisation the various branches of mathematics are taught simultaneously and spiral fashion, are repeated in sucessive grades, but in ever widering circles'—Critically evaluate this statement. Give 3 illusirations.

54. Indiscrimitnate correlations create atleast as many difficulties as they solve—Elucidate.

55. 'For a pupil who is threading his way through a new experience, correlations may become a source of confusion'.—Is it so? Defend your answer.

56. Is it necessary to have 2 courses of study in Mathematics (Core and elective)? How would you differentiate between the core and electice courses of study if it is offered in our schools?

57. Our mathematics curriculum is accepted as 'Modern Mathematics curriculum'. Do you think the title is based upon educational theory and research evidence

upon current text books and courses of study or upon evidence collected by observation? Justify your answer.

58. The social setting is emphasised both in content and instructional methods so that pupils may learn to use mathematics in socially significant situations, How far is this principle emphasised in our standard IX and X Text-books?

59. Examine the content of our school Mathematics, explain how successful are we today in meeting the mathematical needs of pupils and society?

UNIT-III

Topic:- History of Mathematics—A brief survey of the contribution of Romans, Egyptians Greeks; Arabs and Indians to the development of Mathematics—Contribution of a few, Indian Mathematicians—Aryabha, Brahmagupta, Mahavira, Baskana, Ramanujam—An out line of History of Arithmetic, Algebra, Geometry. The value of History of Mathematics to the Teaching of Mathematics.

60. Civilisation progressed simultaneously with the development of Mathematics—Comment.

61. 'The general adoption of the Hindu—Arabic numerals stimulated interest in the art of computation'—High light this statement with reference to the history of number system.

62. 'The simplicity of the Hindu—Arabic system accounts for its superiority'—Clarify this system with reference to the other numeral systems which was used in other countries in the past.

63. Most of what we find in geometry to-day is of greek origin—Justify this statement,

64. It is decidedly worthwhile to let the pupils see how closely the development of civilization is linked to that of Mathematics'—Discuss.

65. How will you make use of the history of number system for creating more interest in Arithmetic among the pupils?

66. Discuss how far a knowledge of the history of mathematics is useful to a teacher. Give illustrations for your answer.

67. What are the significance and values of the history of Mathematics to a Mathematics teacher?

68. Trace briefly the number system and mention main terms of the Hindu-Arabic number system.

69. 'The histoiy of Mathematics should really be the kernel of the history of civilisation'—Elucidate.

70. 'The history of mathematics is exhilarting because it unfolds before us the vision of an endless series of victories of the human mind'—Discuss.

71. "Mathemetics is a living plant which has flourished and languished with the rise and fall of civilization'—Morris Kline. Examine this statement and give your opinion.

72. The development of Mathematics any time in any country is the true mirror of its civilisation and progress at that time'—Examine this statement with reference to the history of Mathematics.

73. "Mathematics is the mirror of civilization'—Hogbher—Elucidate.

74. Discuss briefly the contributions made by Egyptians to the growth of mathematics.

75. Give an account of the Greek contribution to the development of Mathematics.

76. Critically evaluate the Mathematical works of early Indian Mathematicians.

77. Discuss briefly the contribution of Indians to the growth of Mathematics.

78. Give an outline of the History of Arithmetic.

79. Discuss the growth of Algebra in the early stages.

80. Write an account of the early developments in Geometry.

81. Discuss the value of History of Mathematics to the Mathematics Teacher.

82. Indian Mathematicians received glory not in the field of Geometry but in arithmetic and algebra'—Comment.

83. To Indian Mathematicians, Mathematics was merely a hand maid to Astronomy-Discuss.

UNIT-IV

Topic—(a) Evaluation - concept of Evaluation distinction between examination and evaluation

(b) Formulation of objectives — Learning experience and evaluation books.

(c) Construction of achievement and diagnostic tests. Objective type of test items criteria of good tests.

(d) Use of statistics in Education—Frequency distribution—Graphical Representation — Measures of

central tendency and measure of Variation—Correlation coefficient.

84. Point out a few learning experiences as the lases for the development of objectives of Teaching Mathematics in secondary schools.

85. With examples illustrate how mathematical skills can be developed through secondary school mathematics.

86. Formulate the major objectives of Teaching Mathematics. Detine each major objective briefly in term of pupil behaviours that would indicate growth in the objective.

87. Compare relative merits of Examination and Evaluation in Mathematics Suggest some tools to improve Evaluation.

88. What is the importance of providing direct learning experiences to pupils? Mention with examples the difficulties in providing such experiences in Mathematics.

89. What are the advantages of objective type tests in Mathematics over the essay type tests in measuring pupils' progress and achievement?

90. The function of tests is to facilitate and improve learning and instruction. Discuss with reference to testing in Mathematics.

91. 'Testing is a vital part of effective teaching and learnning process'—Comment.

92. What is an objective-based test? What are the factors you would consider in formulating objective?

93. Does our present system of examination in Mathematics help the teacher in proper evaluation of achievement in Mathematics?

94. Suggest improvement in our examination system

95. Critically evaluate the various steps involved in the construction of an objective based test paper in Mathematics.

96. What is the purpose of administrating a diagnostic test? How will you analyse the results for a follow-up remedial work?

97. How can evaluation teachniques be used in the evaluation of Mathematics instruction?

98. Describe the various measures of central tendency and discuss their relative merits with suitable illustrations.

99 Discuss the importance of diagnostic test and remedial work in the teaching of mathematics with special reference to 'mensuration' in Standard X'.

100. The objectives of any schoolstudy however carefully formulated are never exclusive but shade intoo ne another-elucidate.

101. Why should classroom evaluation be considered an integral part of the teaching learning process?

102. Describe the role of instructional-objectives in teaching-learning process.

103. It has often been said that "pupils will learn whatever they expect will show up in the tests". What implications does this have for teaching and testing?

104. Why is it important in testing to attempt to evaluate all important instructional objectives? What would be the advantages and limitations of focusing on just a few of the most important ones?

105. Make a list of teaching general instructional objectives of Mathematics. List beneath each general objective a set of specific learning outcomes.

106. What are the uses of observational techniques as tools of evaluation?

107. Comment on the statement, "Tests have an undersirable influence on teaching because pupils direct their study towards the tests' What can the teacher do about this?

108. List and briefly describe as many ways as you can think of that a class room teacher might detect pupils with learning difficulties.

109. What advantages might accrue from the emphasis upon evaluation in the learning process?

Part-II Paper-II

Short Answer Questions

UNIT-I

1. Mention any five fields where mathematics may be applied. Give illustrations for each.

2. Write a note on — Social values of Teaching Mathematics.

3. Write a note on—Disciplinary values of teaching Mathematics.

4. Write a note on—Cultural values of teaching Mathematics.

6. What do you think is the principal value of Teaching mathematics?

UNIT-II

6. What is your decision as to the place of solid geometry in the secondary mathematics programme?

7. What curriculum problems in mathematics are presented by 'slow learners in mathematics?

8. Show how the work in the geometry of position may be correlated with the work of Geometry.

9. What are the reasons for requiring that certain parts of algebra be generally taught to every one?

10. Should theoretical geometry be made entirely an elective subjects. Defend your answer?

11. Should geometry be spread out through the secondary school as a part of general mathematics or should it be presented by itself? Give reasons

12. Why is it relatively easy to correlate numerical Trigonometry with algebra, informal geometry and arithmetic?

13. Should geometry be taught as a course in logic or should it be taught entirely with reference to its practical application? Give reasons.

14. Give five reasons for including algebra in the mathemetics course in the middle school stage.

15. What should be the content in the study of general mathematics, you would recommend?

16. All spiral courses are replete with opportunities for reviews of the work of preceding grades—support this statement with 3 illustrations from standard X text-book.

17. Mention 3 limitations of spiral courses.

18. Today the fastest growing and most radically changing of all the sciences in Mathematics. Is it so? Justify your answer.

19. With what part of the content in standard X do you think the well-educated citizen should be familiar?

UNIT-III

20. Write a brief note on 'Roman numerals'

21. 'The zero is the most significant characteristic sign in the Hindu-Arabic system'—Comment.

22. Write a brief note on Baliyloman numerals.

23. Write brief note on Egyptian numerals.

24. Write a note on--'contribution of Bhaskena towards Mathematics?

25. Write a note on—'The discovery of zero in Mathematics is of overwhelming importance'.

26. Briefly outline the contribution to mathematics by Euclid.

27. What are the contributions made by Aryabhatta to the development of Mathematics?

28. Briefly narrate the contributions made by Bhaskara to the development of Mathematics?

29. Write the contributions of Brahmagupta towards development of Mathematics.

30. Write an acount of the contributions made by Mahavira.

31. Write a note on-The contribution of Arabs to the development of Mathematics.

32. Write a note on - Ramanjam.

33. What is 'Siene of Eratosthenes'?

34. Write a note on - 'Lilavati'.

35. What is 'shadow - reckoning?

36. Describe the method followed by Thales, to measure the height of a pyrmid.

37. Write a note on 'Non-Euclidean Geometry,

UNIT-IV

38. Mention any 3 evaluation tools with illustrations.

39. Describe the relative merits of essay and objective type tests.

40. Frame one multiple choice item each in the content.

    a. Mensuration.

    b. Trigonometary.

41. Frame 5 different types of objective questions on any one type in Mathematics for Standard X,

42. Mention the various steps involved in the construction of an objective based test paper in Mathematics

43. What are the purposes for which tests could be used in a mathematics course?

44. Give examples of 3 types of objective tests in Mathematics.

45 What are the erite of a good test?

46. Prepare 3 samples of different kinds of objective tests in standard X Mathematics syllabus.

47. Distinguish cumulative frequency curve and frequency curve. Mention 3 uses of a cumulative frequency curve.

48. Explain briefly the concept of Evaluation

49. What is the coefficient of correlation? Explain briefly.

50. Explain briefly how you will interpret the coefficient of correlation of the scores in two subjects.

51. What are the objectives you will hear in mind while constructing an achievement test in mathematics?

52 Suggest some methods of diagnosing the difficulties of pupils periodically for remedial teaching.

53. What is the difference between diagnostic tests and achievement lists? Give Illustrations.

54. Mention two of the recent—tools in Evaluation.

55. What are the limitation of short answer tests?

56. Briefly outline the considerations you will bear in mind in the construction of a frequency distribution.

57. What do you understand by dispersion?

58. Mention the uses of 3 measures of central tendency.

59. Mention the uses of the 3 measures of dispersion.

60. Define the following general objective with a list of specific learning outcomes—interprets graphs.

61. Prepare one multiple choice item for any topic in Standard X to test understanding of a factor principle.

62. What are the advantages of multiple-choice items?

63. What are the advantages of mabeh'ng exercises?

64. What are the limitations of matching exercises?

65. Describe how the 'Objective classroom tests' might be used to facilitate pupil learning

66. Prepare one guided response question that will measure reasoning about facts are not just memory of facts.

67. Define some aspect of pupil achievement you would like

to measure in logarithm and construct one guided response item.

68. Compare achievement tests with diagnostic tests.

69. What are the measures of central tendency? State one use of each of the measures.

Content, Paper II

Short answers Standard X

1. When will it be best to refer to the sine, cosine and tangent as ratios and when as multipliers? What advantages, if any, has one over the other?

2. Show how you would proceed to teach the following problems.

   A flag-staff stands vertically on the terrace of a building 15m, high. The angles of elevation of the top and the foot of the staff as observed from a spot on the same level as the foot of the building are 550 respectively, What is the height of the flag staff?

3. Review whatever argument you consider sound for making every-pupil study numerical Trigonometry in standard X.

4. Illustrate through an equation, the stages you would adopt to find the factors of a third degree equation in one variable using Remainder Theorem.

5. Which is more important to the average pupil, the ability to construct graphs or the ability to interpret graphs readily? Mention the implications of your answer,

6. What difficulties would you expect your pupils to encounter in their work with quadratic equation in one known?

7. Do you think pupils generally get the full significance of the Remainder Theorem? Defend your answer.

8. Make an analysis of a submit of instruction organised for the study of 'Torus in Standard X

9. How would you explain to your class what is meant by drawing to scale? What properties of similar fiqures are involved?

10. Frame 5 suitable developmental questions to teach the solution of the following problem: Oil is sold in cylindrical tins of two different size one of which is 14cm. indiameter and 20cm. in height and the other 10.5cm. in dtameter and 16cm. in height. The longer size is priced Rs. 90/ and the other is 45. which is the cheaper one?

Part III Very Short answer questions

UNIT-I & II Nil

UNIT-III

1. Distinguish between a number and a numeral.
2. State Thales basis proportionality theorem.
3. Write 3 sentences about pythagoras.
4. What do you know about Euclid and his significant contribution to mathematics.
5. Write 3 sentences about Archimedes.
6. Name 5 Indian Mathematicians with the centuries in which they lived.

7. Why is analytical Geometry otherwise known as cartesian Geometry?

8. What is the contribution of Arabs for the development of Mathematics.

9. What is the meaning of Trigonometry? Who invented this branch of Mathematics?

10. Write 3 sentences about John Napier.

11. Write any 3 values of History of mathematics to the Teaching of Mathematics.

12. Write a note on 'Rhind Papyrus'

13. Write 3 sentences about Appollonius.

UNIT-IV

14. What is an achievement test?

15. Define a blue print of a test.

16. Enumerate a selected list of items in a check-list

17. Define coefficient of correlation. Interpret its limits.

18. Distinguish between a recall item and recognition item.

19. State the importance of maintaining a cumulative record for a pupil.

20. What is a diagnostic test?

21. How do you find th difficulty level of a test item?

22. What do you understand by the terms 'discriminative powers of a test item?

23. Prepare a multiple choice item in any topic for Standard X.

24. Distinguish between objective and an 'Objective test'

25. What is a percentite rank?

26. What are the 3 measures of variability?

27. Mention 3 characteristics of a good tests?

28. Distinguish between a standardized test and Teacher-made test.

29. What is a multiple choice items? What is a matching exercise?

30. Define the following term as used in Evaluation; test-item.

31. Define the following term as used in Evaluation; Norms.

Content Paper II

Very Short answers Standard X

32. When will it be best to refer to the sine, cosine and tangent as ratios and when as multipliers? What advantages, if any, has one over the other?

33. Show how you would proceed to teach the following problems: A flag-staff

34 How would you show that the following statement is false? ",The area of two similar triangles are to each other as their sides"

35. Following any three methods of solving a quadratic equation in one known Solve $(2x^2+5x-3)$ by one method.

36. Indicate the stages you would adopt for the solution of the equation $ax^2 + bx + c = 0$.

37. Frame a suitable problem for Standard X in Heights and Distances (Pupils can use Trigonometric Tables).

38. Suggest an out-door activity for the topic similar traingles.

39. How would you teach to find the height of a lamp post given the length of its shadow?

40. Describe a teaching aid you will prepare for teaching 'angle of elevation.

41. Explain the construction of direct common taugents to two circles, examining all cases.

42. Make a good realistic drawing to represent a right circularc one and its altitude.

43. Make a good realistic drawing to represent a rectangular cuboid.

44. Mention a class activity which can be used to teach the concept of 'Mean'.

45. What is the "Seive of Eratosthenes"?.

Physical Science

Paper - II

UNIT : 0 (i) Value of biographical and Historical anecdotes in the teaching of Science.

TOPIC :

TYPE : Essay.

1. What are the values of historical and biographical anecdotes in the teaching of physical science? Narrate any ancedote relating to a scientist and explain how you will use it in your class room. U

2. It is said that the writing of history is not complete unless it includes a history of scientific inventions. Illustrate and show how scientific on earth. T

TYPE : Short answer.

1. Narrate any biographical anecdote relating to Newton or Faraday which can be used in your science Class. K

2. Give a few historical and biographical anecdotes about Galileo which will be valueable for a science teacher. K

3. Historical anecdoted regarding scientists have a great value in humanising science. Discuss. A

4. Do you think that the anecdote regarding Archimedes and the golden crown will be interesting to the pupils? Give reasons. T

TYPE : Very Short Answer.

1. Mention the invention or discovery relating to the following Scientists. K

   a) J. J. Thompson

   b) Madam Curie

   c) Sir Humphry Davy

   d) H.G J. Mosley

   e) Albert Enstein

   f) Kepler

UNIT : O (ii) Correlation of science subjects with one another and with other school subjects.

TYPE : Essay

1. How is the correlation of the various branches of science with one another important for an integrated knowledge of science? Give a few examples of such intersubject correlation. U

2. Correlating science with other subjects of the curriculum makes the teaching more real and useful. Illustrate by giving points of correlation between physical science and maths. A

3. "All subjects of the curriculum do not have the same facility of being correlated with physical science" Illustrate this statement with examples of correlating physical science with Maths, History and Crafts. A

4. The most important value of correlation is a sincere attempt on the part of the science teacher to complete most of his T

teaching with the felt needs of the pupils and his life. Illustrate.

5. "Knowledge is a unified and integrated whole and is divided into various subjects only for the convenience of study. Discuss with special reference to the need for correlation. T

TYPE: Short Answer.

1. What are the psychological principles underlying correlation? K

2. With examples show how physical science can be correlated with languages. U

3. How can mathematical skills be developed and reinforced in the teaching of physical science? U

4. Taking any specific topic in physical science show how it could be correlated with other school subjects. A

5. With three examples show how physical science can be correlated with geography. A

6. Skill in drawing is an essential requisite for science teaching. How will you develop your own skill in drawing and correlate drawing and science? A

7. Give a few examples of correlating physical science with the social and physical environment of the pupils. A

8. Give five specific areas which admit of correlation of physics and chemistry. A

UNIT: O (iii) Demonstrations in science—characteristics of a good demonstration pupil demonstrations improvised apparatus.

TYPE: Essay

1. The success of science teaching depends upon the success of demonstrations by the teacher. Discuss with special reference to the demonstration method of teaching physical science. U

2. Discuss the relative importance and effect of lecture method, demonstration and individual practical work in the teaching of physical science. U

3. Enumerate the hall marks of a good demonstration and discuss the preparations necessary for a successful demonstration. A

4. What is the need for improvised apparatus when there is a laboratory in each school? Illustrate your answer with deta ls about one improvised apparatus. T

TYPE: Short Answer.

1. Is it advisable to associate pupils with class room. What are the merits and limitations of such an association? K

2. List any five criteria of a good demonstration and explain how they are useful in the teaching of physical science. K

3. Explain with two examples of law demonstrations could be conducted by pupils themselves. A

4. Give one example each of improvising A

   a) equipment

   b) accessories for any experiment to be demonstrated to the students.

   c). Indicate also their values and limitations when compared to sophisticated apparatus supplied by companies.

5. Demonstrations do not offer apportunities to the students to learn by doing How can this limitation be overcome? T

6. Demonstrations are not for entertainment but for instruction. What precautions will you take to see that your demonstrations do not degenerate into entertainments. T

7. The apathy of science teacher towards improvised apparatus is mainly because of his inadequate skills suggest how this situation could be remedied by a proper inplementation of in-service training. T

UNIT: I SCIENCE TEXT BOOK

Topic: Their place in the learning process—Teachers' Guides. Laboratory records — activities note book-encouraging reading of Science material and developing reading skills in Science.

TYPE: ESSAY;

1. Write an essay on the qualities of a good text book in Science and the criteria for selecting such a good book from among the books available in the market. K

2. Enumrrate the various criteria for the evaluation of a science text book and give two examples of good text books that fulfill most of the criteria. K

3. The modern science teacher is not so well equipped as not to require teachers' guides Comment on this statement indicating the value of teachers' guides for the various aspects of the learning process. U

4. The aim of prescribing a science text book is not only to provide an understanding of the principles and concepts of Science, but also to develop desirable skills and attitudes. Discuss how far the present text books used in our schools fulfull this objective. A

5. "A science library is as essential as a science laboratory" How far will the science library develop reading skills in science for understanding and inspirations? A

6. How is the use of Science text books in the class room harmful to the realisation of the proper objectives of teaching science? How could the science text book be used effectively by the teacher and pupils as an aid to the learning process? T

TYPE: Short answer

1. Suggest a good format for laboratory records by the pupils. K

2. Indicate the various types of books to be used by the teacher and the pupils for an effective teaching and learning of science, K

3. Discuss the importance of teachers' guides and show how the advanced countries like U.S.A. and Britain offer us good models in this field. U

4. What is the purpose of maintaining an 'activities note book? suggest a few activites that could be recorded in it. A

5. A bulletin board when properly maintained serves the purpose of a good text book in science or as further instructional material discuss with examples. A

6. One of the defects in our education system is the prescription of a text book without teachers' guides, book of practical activities, list of aids like films, filmstrips etc. How can this situation be remedied by the science teacher? T

UNIT: II Science Clubs:

TOPIC : Organising Science Clubs. Planning the programme. Club projects—Their values. Science Talent Search-identifying and helping the exceptional pupil.

YPE: Essay

1. Bring out the importance of Science clubs for the teaching of science. and give details of its organisation and annual work. K

2. What is the role of schemes of science talent search in identifying and helping the exceptional pupil? K

3. Explain the importance of organisating a science club as a cocurricular activity in U

your school and give three examples of the club activities that could be planned in a rural school.

4. Describe briefly how the science teacher can motivate the organisation of a science club in an urban school suggest a few activities suitable for the club.

TYPE: Short answer

1. Write short notes on science Exhibitions and fairs as part of science club activities. K
2. Discuss the role of science clubs in propagating scientific hobbies among pupils. K
3. Gifted children could be identified by a good scheme of science talent search. Give two examples of simple projects useful in identifying gifted children. K
4. Write a short note on the value of the work of the National science talent search scheme. K
5. Suggest one project that could be carried out by members of your science club. A
6. How can parents in various professions help in the programmes of the science clubs? T
7. How can science clubs be involved in creating vocational and recreational interests among pupils? T

UNIT: III. Laboratory.

TOPIC: Design and equipment.
Maintenance and care.
Preparation of indent.
Laboratory accidents and first aid.

TYPE : Essays.

1. What are the common accidents in a science laboratory and how is knowledge of first aid useful to a science teacher? K

2. What is the importance of practicals in teaching physical science? What are the main pointsto be kept in view in organising practical work. K

3. Bring out the importance of proper maintenance and care of a physical science laboratory so that effective demonstrations and parcticals are made possible. U

4. How will you equip your laboratory by a proper preparation of annual indents? Indicate the procedures to be followed for obtaining the necessary items of equipment and recording them in stock registers. U

5. Draw a rough ground plan of the design of a laboratory suitable for demonstration and practicals for a class of 30 pupils. Indicate the place for various equipment and furniture. S

6. Laboratory is the best place for individualising instruction. Suggest how the science teacher can use the laboratory for independent work and individualised instruction? T

TYPE Short Answer

1. Write a short note on the storage of corrosive substances and poisonous chemicals. K

2. What are the principles to be observed in ordering supplies for a new science aboratory? K

3. What are the advantages of having a work shop attached to the laboratory? K

4. List a number of do's and don'ts for the guidance of pupils working in a laboratory.

5. Describe how you would take care of costly equipment like a barometer, camera and microscope. U

6. How should the following chemical be stored and why? U

   a) Silver nitrate;

   b) Concentrated sulphuric acid;

   c) Yellow phosphorous;

   d) sodium;

   e) Caustic Soda.

7. What are the various registers to be maintained regarding the equipment in a laboratory and explain their uses. U

8. Indicate the various headings of the columns in a physical science stock register of non consumble articles. How frequently should entries be made in this register? U

9. Give a model of organising individual practical work for your pupils in the cyclic method. What are its merits and demerits? U

10. Why is it not possible for partical work by the pupils in the laboratory to go hand in U

hand with theoretical instructions in the class? How will you remedy this situation?

11. Write short notes on the first aid required in the following situations. A

    a) a student has suffered a major cut in his hand below the elbow.

    b) A student has swallowed a few drops of a corrosive substance.

    c) A few students in your class have inhaled a large amount of chlorine accidentally.

12. What first aid will you do in the case of A

    a) eye injuries with acid or alkali;

    b) burns;

    c) Poisons.

13. List 10 items that you will recommend for your first aid kit. Mention the proper use of any two of these. A

14. Draw the design of a work table for physical science laboratory. S

15. Design a demonstration table suitable for experiments in physics and chemistry.

16. Prepare a list of 10 items of equipment suitable for Std X which must find a place in the annual indent for the laboratory. Spell out the necessary specifications for the items. S

17. Prepare a laboratory instruction Card for one experiment in the X Std, by the pupils. What are the advantages of such a card in the case of a large class? S

18. How will you improvise a dark room for your science laboratory. Give two uses of such a dark room in the teaching of physical science. T

UNIT IV THE SCIENCE TEACHER

TOPIC Professional equiqment.
Mastery of Subject matter.
Duties and responsibilities.

TYPE ESSAYS

1 Mastery of the subject matter is a very essential requirement for the science teacher. What steps must a science teacher take to see that he masters the subject matter that he teaches? K

2. What are the duties of a science teacher with referenee to theoretical instruction and parctical work? What steps should he take to see that he fulfills the duties and responsibilities of his calling? U

3 How does the enrichment of the science syllabus in high schools call for a better professional equipment on the part of science teachers? What steps are being taken to give facilities for the science teacher to improve his professional equipment? T

4. "In order to make the teaching of physical science really meaningful, a science teacher must have fertile imagination, adequate skills and capacity to utilise community resources for teaching major concepts of science". Critically comment on the above statement and give suitable examples to show how you would teach some concepts by utilising community resources.

TYPE Short Answer

1. Bring out the importance of all science teachers maintaining a science master's diary and using science teacher's hand book. U

2. You are included in the panel of school inspection of a neighbouring school along with the District Educational officer. Outline and discuss your procedure of inspecting the science classes and evaluating the work of the science teacher. A

3. A professionally growing teacher comes across many problems and tries to solve them. What will be the problems under the following heads and how they may be solved?

   a) Class room demonstrations.

   b) Science club activities.

   c) Correction of assignments.

   d) Ill-eqquipped laboratories.

Home Science

Paper - II.

Methodology

Essay Type

UNIT I. A Brief History of Home Science Programme in India.

1. Examine the over all view of the existing home science course upto standard X and suggest the ways in which you could restructure the course. C&T

2. Describe briefly the history of home science programme in India. C

3. Explain the objectives of Home Science Association in India and its role towards the spread of Home Science education in our country. Re&C

4. Enumerate the various difficulties that a home science teacher may have to face in the successful implementation of her programme. Suggest ways to overcome them. T

5. Describe how as a teacher of Home Science you would understand individual pupils: pupils in relation to their home environment, and in relation to the community, to make home science programme successful in our country. C&A&T

UNIT-II Home Science Room

6. What factors would you consider in planning and equipping the home science department? Re

7. How would you plan and equip a home science department? Re&T

8. How would you equip the home science laboratory? What are the different registers and records maintained by the teacher in the effective management of the department? Re&T

9. State how you would plan and equ p an all purpose room? Re&T
Discuss the advantages and disadvantages of such a room.

10. Describe how you will plan and equip an all purpose home science laboratory for 40 pupils. Evaluate the advantages and disadvantages. C&T

11. 'Home Science laboratory is a multipurpose room'—Explain with details as to how this is so and draw a plan of a multipurpose Home Science laboratory to Scale. C&T&S

12. You are appointed as a teacher of home Science. State how you would plan and furnish a multipurpose room. C&A

13. "Some objective in home science are obtainable in the class room while others require further experiences outside the class"—work out the programmes you would organise to illustrate the above statement. T&A

14. State the ways in which you would manage the home science department. How would you as a teacher of home science increase the source of income for your department? T&A

15. Distinguish the merits and limitations of teaching home science in the class room, laboratory and out in the open with suitable illustrations C&T

UNIT III Teaching aids

16. Discuss briefly the value of visual aids that could be used in teaching home—science with appropriate illustrations. C&A

17. Illustrate briefly how audio visual aids could be used to make the teaching of home science effective. C&A

18 Examine the use of models and films in the teaching of home—science with illustrations. C&A

19. Give the classification of teaching aids and state how you would improvise two working models. S&A

20 How would you organise and furnish a home science library in your school.

21 What principles would you observe in the selection of books, magazine and reference books for your department. Give reasons for your choice. C&S

22. Bring out the use and functions of a home science library and state how you would maintain it and contribute to the growth of your library. C&A

23. Critically review the availability and usage of home science text books in an secondary school, suggest remedial measures for the defects. C&A

24. Bring out the uses of text books and enumerate the criteria of good text books. C&Re

25. What principles would you follow if you were appointed as a member of the text book committee for Home Science?

26. How would you proceed to evaluate the books produced by the text book committee if you were a member of the Text book Evalution Committee. Re&S

27. Do you favour the idea of nationalisation of text books in the subject of Home Science-Justify your answer. T

UNIT-IV Home Science Education and the community.

28. Illustrate the ways and means of educating the community in the science of home. A&T

29. 'Poverty is not only the cause of poor health among school children'—Discuss this and state what you would do to raise the health standard of our school children. T&A

30. Discuss the role of various organisations involved in rural development. How would you as a teacher of home science contribute towards rural development? C&A

31. What are the main objectives of community development blocks? How can the home science teacher cooperate in fulfilling the objectives. Re&A

3 . What is Applied Nutrition Programme? Discuss your role as a home scientist in Applied Nutrition Programme. Re&A

33. State how would you plan and organise School Lunch Programme in your school. A&T

34. Bring the purposes of School Lunch Programme and also state how you would plan and carry out such a programme. Re&S.A

35 Illustrate how would you plan and carry out adult education programme in your community as a school project? A&T

36. Illustrate as to how home science department can contrlbute in various ways in the general organization of the school. T

37. State some practical measures through which you can improve the hygienic conditions in any village community. S&A

38. Discuss your experiences as a member of the Community Service Scheme (C.S.S.) your role towards Community Development. C&T

39. Bring out the reasons as to why Nutrition Education should be imparted to all the teachers in the secondary school curriculum of all the subjects for all classes? T&A

40. Examine the reasons for including Population Education in our secondary school curriculum and point out how it would help increasing the welfare of our countiy. T&A

41. Examine the ways in which the mass media like broadcasts and T.V approach the rural problems? Suggest ways thiough which you could improve them? T&A

SEMESTER II

Home Science Methodology

Short Answer Type

UNIT I A Brief History of Home Science Programme In India

1. Give a brief account of the existing course in Home Science General programme in secondary schools in Tamil Nadu? C

2. Comment on the elementary nature of the present home science programme in secondary school in our state. T

3. Examine the scope of home science programme in 2000 A. D. Re

4. Illustrate how home science education could be integrated with other subjects in the secondary school curriculum. A

5. Give a bring account of the history of Home Science Association of India.

6. What are the objectives of Home Science Association of India? C

7. What are the activities of the Home Science Association of India. C

8. How would you organise a home science club in your school? A

9. List the objectives of Home Science Clubs in schools and colleges and State how would A

make use of the activities of the club in removing the misconceptions regarding home science.

10. Explain how you would use home science clubs to develop creativity in your pupils. A

11. Draw to scale how you would plan a home science laboratory. S

12. Distinguish between an all purpose room and different rooms for teaching various subjects which comprise home science. T

13. Enumerate the factors to be considered while planning home science department. Re

14. Enumerate the characterstics of a good home science department. Re

15. Enumerate the various activities which are to be carried on in the home science department and group them under a few common work centres. Re

16. Bring out the necessity of organising home science classes out in the open. C

17. Mention three situation where classes could be organised in the open with illustrations. Re

18. What are your responsibilities towards the maintenance and management of your department? C

19. What registers and records would you require for maintenace and upkeep of the department. C

20. Enumerate the ways in which you could reduce the expenditure and increase the sources of income for your department. Re

UNIT III Teaching Aids

21. Enumerate the points a teacher should consider while selecting instructional aids. Re

22. Bring out the values of using effective audiovisual aids. Re

23. Comment on the scope of using educational T. V. in the teaching of home science. T

24. Illustrate with three examples how you would use bulletin board as an effective teaching aid for Std IX. A

25. Give three situations where in you could use specimens and samples to motivate your pupils of Standard VIII. A

26. Bring out the use of charts and graphs for effective teaching of home science with three illustrations from child development for standard X. C

27. Choose three topics from the unit 'health' and State how models could be used to teach them effectively. Re

28. Bring out any five important values of using black bourd as an instructional aid. C

29. Mention five situations where slides could be used as a better teaching aid than that of models for standard IX. C

30. Enumerate the criteria of a good text book. C

31. Bring out the defects in the home science text books in our country. C

32. Suggest three ways through which you can rectify the defects in home science text books. A

33. What is your opinion regarding the availability of appropriate home science text books? Re

34. What is the place of text books in a home science course. Re

35. Illustrate three ways which you could improvise models for effective teaching of home science. A

36. Explian three situations where bulletins in the home science library could attract more pupils to the library. A

37. What provisions would you make for proper storage of books in the library as a teacher of home science? A

38. List the different forms of arranging books giving reasons. C

39. What are the points you would observe while selecting books for your class library? and departmental library? C

40. Suggest five ways which you would adopt to cultivate independent study habits among your pupils. A

41. Discuss the role of library in relation to the development of critical and creative thinking. C

42 What are the points you would consider while suggesting reference books and magazines for standard X? C

43. Bring out the relationship of library and assignments. T

44. Enumerate the problems you came across during your training period with reference to home science text books.

45. What criteria would you follow while evaluating a text book. C

UNIT IV Home Science and the Community

46 Bring out the need for acquaintaining the student teacher with community programmes. T

47. Enumerate the objectives of midday meal scheme. C

48. Suggest three ways through which home science department could help with the School Lunch Programme. A

49. Suggest three ways through which home science department conld help with the Adult Education Programme. A

50. Enumerate the objectives of Applied Nutrition Programme. C

51. Point out five ways through which a home scientist could help in the Applied Nutrition Programme. A

52. Bring out tho activities of other agencies involved in Midday Meal Scheme, ANP and adult Education Programme. Re

53. Enumerate the objectives of Rural Development Programme in Tamil Nadu. Re

54 Point out your role towards achieving the goals of the Rural Development Programme. C

55 How could the home science department of a school be used for various activities of the school? A

Content Short Answer Type Semester II

Unit-I Textiles and Clothing

56 List the vegetable fibres and explain any one in detail. Re

57. How would you demonstrate the identification test for cotton? A

58. What are the different types of weaves and how would you differentiate between stain and sateen weaves. C

59 How would you as a home science teacher give guidance in selecting clothing for an adolescent girl? A

60. What are the points you would consider while selecting clothes for a preschool child? C

61. What are the values of clothing in relation to health and personality? C

62. How would you distribute Rs. 100/- per year on clothes for you and your school going sister. A

63 How would you demonstrate the washing of wool for standard X? A

64 Point out the differences in home washing dhoby washing. T

65. How would you remove blood, coffee and grass stains from a saree. A

66. Bring out the principles involved in stain removal with an example for each. Re

67. What are the methods employed in softening the hard water? C

68. Describe three basic weaves. C

69. What are artifical fibres? Explain in brief accetate and viscose. C

70. Explain briefly the mineral fibres,—asbestos and glass. Re

71. Describe the physical and chemical properties of cotton and wool. Re

72. How would you remove through physical and chemical methods iodine, rust and paint stains from a frock? A

73. Explain the principle involved in dry cleaning. C

74 Explain the techniques for dying clothes in the home. C

75. How could a knowledge of the properties of fibres help the consumer in the choice of fabrics? A

76. Explain a) Sansforization b) Mercerization. Re

77. What are the chemical tests done for identifying elasticity and shrinkage in fabrics? C

78. State in one or two sentences each, the principles underlying the following. C
a) electric iron box b) washing machine.

79. Unit-II Home Management (Home Economics)

How would you allocate space for essential purposes in the home:- A

80. Discuss the points you would consider while planning a house. Re

81. What is meant by houshold budget? List the steps involved in budgetting. C

82. Draw up a budget for a family of 3 members, father, mother, and a daughter aged ten with a monthly income of Rs. 500/- S

83. Define household budget. Examine the components of a good household budget. C

84. Bring out the advantages of saving. List the institutions for saving. C

85. What is debt? How ean it be avoided? C&A

86. How can a woman supplement the family income. A

UNIT III Child Development

87. State the importance of child.

88. Briefly examine the stages of prenatal development Re

89. Diseuss the role of balwadies in your community. C

90. What is a habit? How would you help children to develop good eating habits. C&A

91. Bring out the points you would consider while organising meals for children in a nursey school. C

92. State the values of stories in a nursery school. Re

93. State the values of songs in a nursery school. Re

94. How would you help children to beeome creative in a nursey school? A

95. How would you make your story telling sessions in a nursery school effective? A

96. State the various methods of maintaining home school relations. Re

97. How would you select a toy for a 3 year old boy? A

98. Briefly examine the values of play.

97. How can social development be promoted through play. A

100. How can physical development be achieved through play. A

101. Illustrate how play materials help in emotional outlet. T

102. State the precautions to be taken by a pregnant woman. C

103. State the type of play materials which would help in the mental development of children. C

104. Justify breast feeding is better than botlle feeding T

105. Write notes on supplimentary feeding Re

106. How would you protect children from communicable diseases. A

107. What pracautions you would take to help a child suffering from Diarrhea and Dysentry A

108. How do you help a child suffering from convulsions. A

109. Bring out the importance of vaccinaion and inoculation. C

110. Comment on the use of child welfare clinics and health centres. T

111. Examine the cases of infantile and material mortality in India. C

112. How can we prevent common cold in children. A

113. State the ways of preventing constipation in children.

114. What points do we consider while feeding a newborn child. C

115. How will you select suitable books for children. A

116. How will you plan the clothing for a baby? A

117. Explain briefly the aims and objectives of a nursery school? C

118. What are the responsibilities of an adolescent girl at home? C

119. Mention some important hobbies an adolescent girl can pratice. C

120. What advice would you give to an adolescent girl so as to be a helpful daughter. C

121. Examine the qualities of a good citzen C

122. Bring out the importance of good relationship between members of the family. Re

123. What are the duties of family towards community? C

124. Examine the defects of caste system in India. C

125 State the advantages and disadvantages of joint family system. Re

126. State the advantages and disadvantages of nuclear family system. Re

127. Bring out the significance of celebrating festivals in our community. C

Unit-IV First aid, Health and Home Nurshing.

12 . Discuss the importance of personal cleanliness. C

129. What advise would you give a young girl on: A

a) Care of teeth and b) Care of skin.

130. How would you advice a young girl to care for her, A

a) hair and b) Nail

131. Why rest is necessary for all? C

132. Examine the functions of various systems in our body. Re

133. List the types of muscles in our body. C

134. State the differences between voluntary and involuntary muscles. C

135. Bring out the functions of blood. C

136. Distinguish between R.B.C.&W.B.C. T

137. Write briefly on functions of skeletal system. C

138. How do you render first-aid for burns and shocks? A

139. How do you render first aid for fainting and bleeding from the nose. A

140. How would you demonstrate a finger bandage? A

141. Discuss briefly water borne diseases. C

142. What are the symptoms and preventive measures for cholera. C

143. Examine the causes for malaria and how can this be prevented? C&A

144. How would you treat a person affected by small pox. A

145. Enumerate the learning experiences, obtained by visiting a hospital. C

146 What is a fracture? How would you render first aid for the same? C&A

147. How would you render first aid for snake bite? A

148. How would you prepare a room for a sick patient? A

Draw up a diet schedule for a diabetic patient. S

150. State the different types of shock. C

151. What are disinfectants? C

152. Define in your own words. C

a) fumigation

b) disinfection

c) antiseptic C

SEMESTER II

Home Science Methodology

UNIT I A Brief History of Home Science Programme in India

Very Short answer type.

1. Bring out three main defects in the existing home Science course in our secondary schools. C

2. Suggest three practical measures to restructure the general nature of the existing home science course in our secondary schools. C

3. Bring out three reasons as to why the bifur -cated programme in home science is a failure. C

4. List the objectives of the Home Science Association of India. Re

5. Write very briefly the history of Home Science programme in our country. C

6. Explain in six or seven lines the history of Home Science Association of India. Re

7. Bring out three educational values of home science clubs in schools. C

8. Distinguish between home science clubs in schools and colleges. T

9. Suggest six programmes you would organise for your school home science club. C

10. Suggest three ways in which you could develop aesthetic appreciation through home science clubs. C

11. Suggest three ways in which you could develop practical skills through home science clubs C

12. How could you make use of the home science club to remove the misconceptions regarding home science.. A

13. Mention three situations through which home science club of your school can increase the income of the department. Re

UNIT II Home Science Room

14. Point out three reasons as to why location is an important factor while planning the home science room C

15. List the major equipment necessary to furnish your department. C

16. How would you group the various activities to be done into different work centres. A

17. Bring out the merits of an all purpose home science room. C

18. Mention three situations where classes could be held in the open. C

19. List six sources of income for your department. C

20. Mention six ways in which you could reduce the expenditure for your department. C

21. List the various registers and records to be maintained in the home science department. C

22. Draw a rough plan of a multipurpose room for teaching the various subjects which comprise home science. S

23. Indicate the format of anacession register and contigent expenditure register S

UNIT III Teaching aids

24. Enumerate the uses of black board as a teaching aid. C

25. List six values of using teaching aids to make teaching effective and interesting. Re

26. Enumerate the criteria of a good bulletin as an aid. Re

27. List six criteria for making an effective chart. C

28. Suggest three topic which lend themselves for making effective graphs. Re

29. Mention the type of charts with an illustration for each. C

30. Draw three graphical representations from three different units in Home Science. S

31. Bring out the values of using specimens in the teaching of Home Science. C

32. Tabulate the distinctions between samples and models. T

33. Tabulate the distinctions between specimans and models. T

34. Bring out the use of slides in making teaching more interesting and enlightening. C

35. Mention three films which could make the topic first aid more instructive and interesting to the pupils. C

36. Are the educational broadcast and T. V. in Tamil Nadu, in your opinion giving lessons in Home Science? What could you do about it?

37. Suggest three ways through effective bulletin display in the library you could inculcate reading habits in your pupils. C

38. What are the points you would consider while choosing books for secondary school children? C

39. Why is it necessary for the class teacher to know the rules of the library? C

40 What are the different ways in which books in the library could be arranged? C

41. Suggest three measures you could adopt to improve the reading skill among secondary school pupils? C

42. How would you as a teacher of home science maintain your departmental library? A

43. What are the points you would observe while storing the books in the library? C

UNIT IV Home Science and the Community.

44. What is Applied Nutrition Programme? List the objectives of it. Re

45. Enumerate the purposes of midday meal scheme. Re

46. State six ways in which home science teachers could help in the adult education programme. C&T

47. Mention three ways through which the home science teacher could assist the school lunch programme T&A

48. Explain how you would as a home scientist help in the applied nutrition programme. T

49. Bring out how agencies other than the Rural Development Department help towards increasing the community welfare in our country. C&T

50. Mention briefly how much you have contributed towards the development of the village during your training period. through community service scheme. A

51. Bring out the role of the Government towards community welfare schemes. C&T

52. Enumerate the agencies which help towards raising the quality of meals provided for the school lunch scheme and state briefly how they do this. Re

53. Explain briefly how the home science department can help towards school improvement scheme and Community development programme. C&T

VERY SHORT ANSWER QUESTIONS CONTENT

Semester II

UNIT I: Textiles and clothing

1. How would you choose suitable clothing from the point of view of climate? A
2. List the preliminary preparations for washing clothes. C
3. List the equipment and materials necessary for washing clothes. Re
4. Bring out the merits and demerits of hand spun, hand woven versus mill-made fabrics. T
5. How could you as a home science teacher make the study of samples of clothes effective? A
6. Draw the structure of the following under microscope. S
   a) woolen fibre
   b) cotton fibre
   c) Nylon fibre.
7. Differentiate hand and machine sewing. T
8. Enumerate the importance of clothing. Re
9. State the principle involved in dry cleaning. C
10. How would you wash a non-fast coloured silk blouse? A
11. Explain the steps involved in dry cleaning. C

12. Explain the steps involved in laundering a woolen jersey. C

13. What are the points to be considered while storing clothes. C

14. Name the vegetable fibres and write briefly on any one vegetable fibre. C

15. How would you identify cotten? A

16. Differentiate satin and sateen weave. T

17. How would you select clothing for an adolescent girl? A

18. How would you select clothing for a pre-school child? A

19. What are the values of clothing in relation to health? C

20. What are the values of clothing in relation to personality? C

21. How would you remove the following stains from clothes?

    a) blood

    b) coffee

22 How would you remove the following stains from clothes? A

    a) grass stain

    b) ink stain.

23. How would you convert hard water to soft water? A

24. Write short notes on any two basic weaves. C

25.	Write short notes on artificial fibres	C
26.	Explain in brief Acelate.	C
27.	Explain in brief viscose.	C
28.	Write short notes on any one numerial fibre.	C
29.	Examine the properties of cotton fibre.	Re
30.	Examine the properties of wool.	Re
31.	How would you remove the following stains? a) rust b) paint.	A
32.	How would you dye clorhes at home.	A
33.	What is sanforization?	Re
34.	What is mercerization?	Re
35.	How would you identify elasticity and shrinkage?	A
36.	State the principles underlying electric iron.	C
37.	State the principles underlying washing machine.	C

UNIT II Home Management (Home Economic)

38.	What is a family budget?	C
39.	State the steps involved in household budgetting.	C

40. Draw up a sample budget for a family of 3 members-mother, father and an adolescent daughter- with an income of Rs. 700/ month. S

41. Examine the components of a good household budget. Re

42. Bring out the advantages of saving. C

43. How can debt be avoided? A

44 How can the home maker supplement the family income? A

45. How can an adolescent girl supplement the family income? A

46. What is the role of Banks in saving? C

47. How can post office help in saving? C

48. What is the role chief funds in saving? C

49. List the types of facilities available for saving? Re

50. Comment on the advantages of budgetting. T

JNIT III Child Development

51. Bring out the importance of childhood. C

52. Examine the stages of prenatal development. C

53. List the important points to be considered by the expectant mother for the health of the baby. Re

54. Draw up a feeding schedule for a one year old baby. S

55. How would you advise the mother regarding the preparation of milk for the baby and the care of the feeding bottles. A

56. List the aims and objective of balwadies. C

57. Name 6 play equipment which can help in the physical development of the child. Re

58. Illustrate how social development can be brought about through nursery schools. T

59. Illustrate how you would help an aggressive child to get rid of his emotional tension? T

60. List six play items in a nursery School which can bring about mental development in children. Re

61. List six play items which can improve creativity in children Re

62. What is a habit? Examine the significance of developing good habits in children? C

63. How do you help children to develop good eating habits? A

64. How do you help children to develop good toilet habits? A

65. How do you help children to develop good sleeping and rest habits? A

66. List the factors you would consider while organising a preschool lunch programme. C

67. Comment on the values of songs in a nursery school? T

68. Comment on the values of stories in a nursery school. T

69. Comment on the values of creative play activities in a nursery school. T

70. How do you use a bulletin board in the preschool? A

71. How do you use puppets as a story aid in a preschool? A

72. Examine the role of picture books in a nursery school? C

73. State the significance of painting in a nursery sehool. C

74. List 6 criteria for selection of toys for a 4 year old boy. Re

75. State briefly the physical value of play. Re

76. State briefly the social value of play. Re

77. State briefly the intellectual aspect of play. Re

78. State briefly the therapeutic value of play. Re

79. Write briefly on any one weaning food for the baby. C

80. Explain briefly the schedule immunisation. C

81. List ten common childhood diseases. C

82. How do you prevent colic in children? A

83. How do you prevent constipation in children? A

84. How do you prevent diarrhoea in children? A

85. How do you prevent common cold in children? A

86. How do you prevent convulsions in children? A

87. How would you prevent eczema in children? A

88. How would you prevent the attack of worms in children? A

89. How would you prevent whooping cough in children? A

90. What points do you consider while selecting clothing for the baby. C

91. Enumerate the responsibilities of an adolescent girl at home. Re

92. What are 'hobbies'? List any five hobbies which an adolescent girl can cultiviate. C

93. List the advantages of any two hobbies for an adolescent girl. C

94. List ten qualities of a good citizen. C

95. List six causes for family disruption. C

96. State the significance of good relationship between members at home. Re

97. Comment on the duties of family towards community. T

98. Point out the defects of caste system in India. C

99. What are the merits of a joint family? Re

100. What are the merits of a nuclear family? Re

101. Distinguish between a joint and nuclear family. T

102. State the significance of a joint family. Re

103 State the significance of a nuclear family. Re

104. Bring out briefly the significance, of celebrating christmas in our community. C

105. Bring out the significance of celebrating Deepavali in our community. C

106. State the significance of celebrating Pongal in our community. Re

107. State the significance of any one Muslim festival which we celebrate in our community. Re

UNIT IV First aid, Health and Home nursing

108. State the significance of personal cleanliness. C

109. How do you advise an adolescent girl to take good care of her teeth? A

110. How do you advise an adolescent girl to take good care of eyes? A

111. How do you advise an adolescent girl to take good care of her ears? A

112. How do you advise an adolescent girl to take good care of her skin? A

113. How do you advise an adolescent girl to take good care of her nails? A

114.	How do you advise an adolescent girl to take good care of her hair?	A
115.	Why rest is necessary for an individual?	T
116.	State briefly the functions of the Respiratory system.	Re
117.	State briefly the functions of the digestive system.	Re
118.	State briefly the functions of the cicula-tory system	C
119.	State briefly the functions of the reproductive system in our body.	C
120	Distinguish between voluntary and involentary muscles.	T
121.	State the functions of blood.	Re
122.	Distinguish between RBC & WBC.	T
123.	State briefly the functions of skeletal system.	C
124.	Examine the meaning of first aid.	C
125.	How do you render fiirst aid for burns?	A
126.	How do you render first aid for schools?	A
127.	How do you render first aid for fainting?	A
128.	How do you render first aid for bleeding from nose?	A
129.	How do you render first aid for drowning?	A
130.	How do you render first aid for snake bite?	A
131.	How do you demonstrate a finger bandage?	A

132. Illustrate the bolding of a triangular bandage? S

133. Illustrate the use of an arm sling. S

134. State the first aid you would give for internal haemorrhage? A

135. Illustrate the type of bacteria. S

136. State the effect of temperature on bacteria. C

137. State the effect of boiling on bacteria. C

138. State the effect of moisture on bacteria. C

139. State the effect of drying on bacteria. C

140. Illustrate the life-cyle of malarial parasite. S

141. How would you care a person affected by small pox? A

142. How do you disinfect the clothes of a sick person? A

143. What are disinfectants? C

144. State the use of for maldehyde gas in disinfecting a room,

145. Define in your own words fumigation. C

146. Distinguish between an antiseptic and disinfectant. T

147. State the significance of vaccination. C

148. What is immunisation? C

149. Enumerate the rules for maintaining good health. C

150. How can we erradicate flies from home, A

History Methods

Part I Eassay type questions

UNIT—I

1. What are the dimensions of (special features of) history? Explain each dimension with examples.

2. How does a knowledge of the dimensions of history help a teacher to organise the class room activites?

3. Continuity and development are the essential dimensions of history" Explain.

4. "Time and place" are the two eyes of history. Explain.

5. The world is a stage and men are merely actors. How does Geography and history explain this statements?

6. Explain the importance of time sense in history. State the Chief factors that constitute time sense.

7. Explain how geographical factors influence history.

8. Describe how Geography is a factor in history?

9. Explain the backle's laws of history.

10. What are the main aspects of chronology?

11. What steps should a teacher take in order to imporve the grasp of chronology by the pupils?

12. Describe in detail a few activities which might be useful in teaching chronology.

UNIT-II

13. What is the need for the choice of materials in framming the syllabus? What criteria would you follow while choosing materials?

14. What is the place of local history in the school syllabus? Explain the method, you would adopt for teaching local history?

15 "The teaching of history should begain with local history". Elucidate.

16. Why should the syllabus of the secondary school contain not only local history and national history but also world history? Illustrate your answer with examples.

17. Should world history be taught to the highschool pupils? Give arguements for and against it.

18. Examine the claim of local history, National history and World history for inclusion in the content of history.

19. What are your considerations for the inclusion of world history in the curriculum content?

20. How will you teach national history with a view to foster patriolsim among your pupils?

21. Explain the role played by stories and legends in the teaching of history. Illustrate with examples

22. How can biographies be used in teaching history? Give examples.

23. Discuss the merits and demerits of making a biographical approach to history.

24. What are the advantages of teaching social history? Illustrate your answer with examples.

25. What is the place of the following in the secondary school syllabus.

    a. Social history.

    b. Political history.

    c. Geonemic history.

    d. Constitutional history.

26. Why should the history of Religious Arts and architecture be included in the secondary school syllabus? Explain with appropriatc examples.

27. Give a critical account of the present secondary school syllabuss.

28. Critically evaluate the activities recommended for Standard IX in the secondary school syllabus.

29. Describe the different theories influencing the selection of materials for the content of history.

30. Critically evaluate the doctrine of natural tastes and interests.

31. Explain the culture Epoch theory and critically examine its value in framing the history syllabus.

32. Critically examine stanly hall's culture epoch theory.

33. What is the ideal approach in selecting materials for the school history syllabus?

Organization of Materials

34. What are the comparative merits and demerits of the chronological and topical approach of organising materials for the curriculum.

35. State the special features of the periodical plan.

36. What is the concentric method? Explain with examples from the school syllabus.

37. What are the merits and demerits of the concentre plan?

38. Explain the difference between the concetric and spiral plans. Illustrate with examples.

39. The spiral plan is said to be an improvement of the concentric plan. Explain.

40 What is a unit plan of organising to syllabus? Explain the steps of Morrison plan.

41. What do you understand by a Unit? Discuss the unit approach with all its merits.

42. Prepare a Unit in history for Standard IX and show how far it is advantageous to make use of this plan.

43. What are the problems that we have to encounter when historical materials are organised adopting the regressive method?

44. Explain the regressive plan. Illustrate T. with examples. Correlation with other subjects.

45. "History without political science has no fruit, political science without history has no root." Elucidate.

46. How can you corelate history with civies. Illustrate your answer with examples.

47. How will you corelate history with geography? Give suitable examples to illustrate your answer.

48. Examine the scope of corelating history with literature, poetry, drama and fiction.

49. Mention any two historical novels you have read and point out the significance of historical fiction in the teaching of history.

Epuipment and resources

50. List the criteria that a history teacher might apply if placed on a committee to select a text book.

51. State the qualities of a good history textbook.

52. Discuss the importance of collateral reading. How would you attempt collateral reading while teacihng history in the secondary school?

53. Estimate the importance of library in the teaching of history.

54. Mention the various types of books that could be included while building up a history library.

55. Discuss the values of various visual aids that could be employed in the teaching of history.

56. "One seeing is worth hundred telling" elaborate.

57. Explain the values of maps and charts in the teaching and learning of history.

58. How would you utilise any three of the following in history teaching.

a. Time lines.

b. Atlas.

c. Pictures.

d. Models.

e. Museum

f. Bullet-board.

g. Filmstrips.

h. Radio.

59 List the advantages of using any three of the following.

a. Slides and filmstrips.

b Maps.

c. Charts and diagrams.

d Models

e Museums.

f. Radio.

60. Why is it necessary to have a separate room for history teaching? How would you equip that room.

61, Give your own plan for equipping the history room. How would you utilise the room for teaching history?

62. Examine the need for a separate history room and give your own design for an ideal history room.

63. What are the educative values of field trips to places of historical interst? State how you would organise such trips.

64. What are the various community resources available in your locality? How would you utilise these sources for teaching history?

65. Describe the types of records to be maintatined by the pupils in high schools.

66. Bring out the values of the following.

a. History note book

b. Map drawing Note book

c. Album

d. Diary

e. Activities record book

f. Note taking and note making

g. Book of cartoons.

h. Book of chronology.

67. Describe the qualities of an ideal history teacher.

68. Discuss the utility of the maintenance of a scrap book by the teacher. How would you utilise your scrap book in history teaching?

69. Describe with examples as to how you would utilise coment events in the teaching of history.

70. Discuss the need for teaching coment events and show how best they can be taught so that the pupils may cultivate critical thinkin .

71. Discuss the merits and limitations of the essay type questions in the history examinations.

72. Discuss the advantages and limitations of the various type of objective type test items in the history examination.

History Methods

Part II Short Answer Questions

General aspects

1. Explain how continuity/Development/time/place may be one of the dimensions of history.

2. Suggest three activities for any one of the following dimensions of history.

   a. Continuity

   b. Development

   c. Time

   d. Place.

3. What is meant by 'Time sense' in history? Suggest an activity which promotes it.

4. What are the chief factors that constitute timesense in history?

5. Mention any three concepts that could be included in the place vocabulary for the Elementary/Secondary schools.

6. Explain and illustrate any one of the following.

   a. Law of Proximity

   b. Law of Remoteness.

   c. Law of Barriers

   d. Law of Natures lightways.

   e. Law of elimate.

7. What are the chronological divisions of history? Mention the chief characteristics of each chronological division.

8 Mention three activities which might be useful in teaching chronology.

9. Describe any one method to help the pupils develop time sense in history.

History Syllabus Content

10. Mention any three needs for choice of materials in history?

11. As a practicing teacher indicate how you would make a detailed study of the syllabus in history.

12. Give arguments for the inclusion of any one of the following in the history syllabus.
    (a) Local history
    (b) National history
    (c) World history
    (d) Stories and legends
    (e) Biography
    (f) Political history
    (g) Social history
    (h) Economic history.
    (i) Constitutional history
    (j) History of Religions
    (k) History of Arts and Architecture.

13. What arguments would you give for the inclusion of activities in the syllabus?

14. What is the scope of the elementary school syllabus in the history.

15. Justify any one of the activities recommended in the history syllabus.

Gradation

16. Give a short account of any one of the following

a. Doctrine of Natural tastes and interests.

b. Culture Epoch.

c. Proceeding from the mean to the remote.

d. The ideal approach.

17. What are the arguments against culture theory?

Organisation of Materials

18. Describe any one of the following in a paragraph.

(a) Chronological plan

(b) Periodical plan

(c) Concentric plan

(d) Spiral plan

(e) Unit plan

(f) Topical plan

(g) Regressive plan

19. Mention two advantages and two disadvantages of following any one of the under mentioned plans.

(a) Chronological plan

(b) Periodical plan

(c) Concentric plan

(d) Spiral plan

(e) Topical plan

(f) Regressive plan

20. Bring out the difference between a unit and topic by choosing some material from the history syllabus.

21. Describe in a paragraph how you would correlate history with any one of the following.

    (a) Civics

    (b) Geography

    (c) Literature

    (d) Fiction

    (e) Drama

Equipment and Resources

22. Mention any three pedagogical considerations you will have while selecting a text book.

23. Mention any three mechanical considerations you will have while choosing a text book.

24. Mention any three ways in which a teacher can make use of the text book in the class room procedure.

25. Mention any five considerations you would have in mind if you are called upon to write a text book in history for the High School.

26. Give three reasons for encouraging pupils to read extra books.

27. Mention briefly any three methods that you would adopt to encourage collateral reading in the high school classes.

28. Mention any five types of books you would have for the history library.

29. Mention the advantages of encouraging the collateral reading of any one of the following.

    (a) Historical Novel

(b) Travels

(c) Adventure

(d) Books of exploration

(e) Historical poems

(f) Legends

(g) Diaries

(h) Eyewitness accounts

(i) Some books

30 Mention five books you would recommend for collateral ready from any one of the following.

(a) Fiction

(b) Poems

(c) Travellogue

(d) Stories aud Legends

(e) Diaries

(f) Eyewitness accounts

(g) Biographies - Auto biographies

31. Mention any three functions that maps serve in teaching history.

3 . Describe any three kinds of maps you would use for teaching history?

33. Describe three kinds of map exercises you would attempt in the history class.

34. Describe a chart for any one of the topics in history.

35. Prepare a time line chart for the life of———–

36. Prepare a genedogical chart for any one dinasty.

37. Draw a sketch map for any one of the topics from Indian history.

38. Describe any one model you would use in the history class.

39. Describe the guidance you would give to the pupils to prepare an album for History.

40. Describe how you would make use of pictures while teaching a lesson in history.

41. What are the common defects found in the pictures & models which are sold as aids in the market?

42. What steps you would take to show a filmstrip in the history class.

43. Describe the benefits of taking the children to the museum.

44. How would you make use of the bulletin board as an effective teaching aid?

45. Describe how you would make use of cartoons in the history class.

46. Give a list of equipments found in the history room.

47. Distinguish between excursion and field trips

48. Indicate a topic from Indian History and show.

49. What are the advantages of conducting Excursions?

50. Indicate five community reasources available in your locality?

51. Indicate any one community resource you would make use of in teaching a topic from history.

52. Mention any three ways of bringing the community into the school.

53. Mention any three records that the pupils should maintain in the high school classes.

54. Some schools supply printed map drawing notebooks to the pupils. Do you approve of it? Give reasons.

55. Describe the ways of encouraging note taking and note making in the pupils.

56. What is meant by scrap book? Describe it in a paragraph.

57. What do you think is the essential quality of a history teacher? Illustrate it with an example.

58. Give one example to prove that the history teacher should be a good leader/organiser.

59. Mention any three reasons for teaching current events.

60. Illustrate through a topic from history that current events can be taught through it.

61. What are the advantages/disadvantages of teaching current events.

62. Frame two questions for each of the following.
    (a) Knowledge
    (b) Comprehension
    (c) Application
    (d) Skill

63. Give two examples for each of the following.
    (a) Simple recall
    (b) Multiple choice
    (c) Recognition
    (d) Analogy
    (e) True or false

64. Frame five objective type questions for a topic for Standard IX.

History Methods

Part III Very Short Answer Questions

I General aspects

1. Give one example to illustrate the continuity in historical movements.
2. Give one example to show that Development dimension is part of history.
3. What is meant by "time sense" in history.
4. Mention one way of developing time sense in history.
5. Give one illustration to develop the place concept in elementary schools.
6. Give example to illustrate the influence of phisical features or climates on history.
7. What are the three chronological divisions of history.
8. What marks the transition of medieval to modern period in history.
9. Give one date and show how can you peg a few historical events around it.
10. Why chronology is considered to be important in history?

History Syllabus - Content

11. Give one reason for the selection of materials for the history syllabus.
12. Give two reasons for the historical teacher to be familiar with the syllabus.

13. Give two reasons for introducing local history in the primary school stage.

14. Mention any three methods of teaching local history in the secondary schools.

15. Mention any three reasons for teaching National World history in the secondary schools.

16. Give three reasons for the inclusion of any one of the following in the history syllabus.

    a. Stories.
    b. Legends.
    c. Biography.
    d. Social history.
    e. Political history.
    f. Economic history.
    g. Constitutional history.
    h. History of religious.
    i. History of arts and architecture.

17. Mention any three activities recommended in the history syllabus.

Gradation

18. From which standard formal history teaching is to take place? What type of history is taught in the previous standards?

19. What are the characterstic intellecual quality of the following stages of development?

    a. Primary school stage.
    b. Middle school stage.
    c. High school stage.

20. What would be the natural taste and interest ofpupils in any one of the following stages.

    a. Primary stage.

    b. Middle school stage.

    c. High school stage.

21. State what is culture epoch theory.

22. Suggest one write from history which could be taught from the present to the past.

23. State any two advantages/disadvantages of teaching history from the present to the past.

24. Write three sentences about the ideal approach in arranging method for the history syllabus.

Organisation of materials

25. What is meant by the following:

    a. Chronological plan.

    b. Periodical plan.

    c. Concentric plan.

    d. Spiral plan.

    e. Unit plan.

    f. Topical plan.

    g. Regressive plan.

26. Mention any two advantages/disadvantage of the following plans.

    a. Chronological plan.

    b. Periodical plan.

    c. Concentric plan.

    d. Spiral plan.

    e. Unit plan.

    f. Topical plan.

    g. Regressive plan.

Correlation with other subjects

27. What is meant by the following?
    a. Incidental correlation.
    b. Systematic conclation.

28. Mention any three topics from civics which are taught in the elementary school.

29 Give one illustration when history is correlated with aims.

30. Give/one incident from history to illustrate any one of the following.
    a. Law of proximity.
    b. Law of remoteness.
    c Law of Bariers.
    d. Law of nature's highways.
    e. Law of climate.

31. Give one illustration when history be correlated with poetry/Drama/Fiction.

Equipment and resources

32 Give two reasons for prescribing textbooks in history.

33. Give any two suggestions for the improvement of text-books prescribed for Standard IX or X

34. Mention any three books which can be prescribed for collateral reading in the high schools.

35. Mention one book for each of the following to be included in the school library.
    a. Diary.
    b. Travel accounts.
    c. Biography.

d. Historical noval.

e. Historical stories.

f. Contemporary history.

36. Mention any three magazines which could be purchased for use in the history library.

37. Mention any three types of maps that could be used in the high school class.

38. Mention two advantages of the sketch maps.

39. List three models which can be made use of in the history classes.

40. Mention two differences between time line and time chart.

41. Mention three topics for which filmstrips/films are available.

42. Draw the diagram of a bulletin board and indicate the contents of it.

43. Mention any three sections which you have noticed in the museum.

44. Mention three qualities of a good album.

45. Mention three Audio aids which can be made use of for history teaching.

46. Mention any three requisites of a separate history room.

47. Suggest any three palces in your area for taking children on field trips for studying history.

48. To what places would you like to take children on excursion to teach any one of the following topics.

a. Buddhism

b. Jainism

c. Mauryan Period

d. Gupta Period

e. British period.

f. Medieval period

g. Pallavas

h. Cholas

i. Pandyas

j. Nagals

49. What is meant by community reasources?

50. Mention any three community resources that are available in your area.

51. Mention any three activities to teach community resources

52. Mention any three records that are to be maintained by the pupils for history in the high school classes.

53. Mention any three qualities to be possessed by the ideal history teacher.

54. Mention three ways of teaching current events.

55. Mention three advantages of teaching current events.

56. Mention any three kinds of achievement/tests.

TAMIL

Paper III

Part I - Methodology

1. The places of the mother tongue in the curriculum-aims and values-the mother tongue as the medium of thought and communication of ideas, emotions and experiences-means of developing imagination and aesthetic taste-the key to social and cultural heritage-vocational and moral values.

2. Oral Work-Lower Stage: Conversation on topics of interest-Nursery rhymes and action songs, story telling, dialogue and dramatisation, use of pictures.

3. Reading-Lower Stage: Different methods of teaching beginners to read; alphabet method: look and say; sentence method; preparation and use of aids; flash cards; matching cards; charts etc. selection and expansion of vocabulary (working and recognition) Loud reading-its methods and merits-silent reading, use of readers, library books, periodicals etc.

4. Grammar: Aims and values of teaching grammar as means to an end, to speak and write correctly, correlation of grammer with readers and compositions.

Lower Stage: When to begin, choice of topics, syllabus, use of play methods, charts and to her aids, suitable exercises.

Language Exercises: Need for training linguistic exercises (desk work) traditional sentence forms as

Structure of sentences and paragraphs: types of exercise based on the reader-transformation of sentences simple rhetorical devices such as ellipsis, inversion, figures of speech etc.

5. Composition: Speaking and writing as of self-expression, progress from reproduction to free composition, oral to precede, written steps in the development of a composition lesson, collection, selection and arrangement of ideas, choice of expression, correction of written work.

Lower Stage: The importance of concrete and significant topics, exercises on objects, pictures, reading lessons, and home and school games and other topics of interest. Use of stories simple letters.

6. Translation from other languages, different kinds of letters, idioms, expansion, creative expression-stories, dialogues, imaginative exercises.

7. Handwriting and spelling: Readiness for writing stages, instructions-preliminary training, legibility, speed and beauty of writing, transcription and dictation, spelling games and remedial measures in spelling.

Graphic devices in writing and printing, punctuation, underling paranthesis, paragraph heading and numbering, titling and substituting parallel devices in printing and writing and proof reading.

8. Organisation of language teaching:

Syllabus for various grades: Time tables and Distribution of time; scheme of work. notes of lesson, Classroom and teaching aids, reading room and library (class and school) school magazines-societies-co-operation with teacher or other subjects. The language teacher-qualification and training; testing-old and new type tests-written and oral.

Type : ESSAY TYPE QUESTIONS

Sl. No.	Item	Learning Outcome
1.	தாய்மொழிப்பாடம் கலைத்திட்டத்தில் இடம் பெற வேண்டியதன் இன்றியமையாமையை நிறுவுக.	C
2.	"மொழிப்பாடத் திறன்வளர்ச்சியே பிற பாடங்களைக் கற்பதற்கு அடிப்படையாகும்." இக்கருத்தைக் காரணங்களுடன் விளக்குக.	C
3.	"மக்களின் பண்பாட்டை அறிய, அவர்கள் பேசும் மொழியே திறவு கோலாகும்"— இக்கூற்றினை ஆராய்க.	T
4.	"மொழி—சிறப்பாகத் தாய்மொழி பண்பாடுள்ள சமுதாய வாழ்க்கைக்கு இன்றியமையாத சாதனம்"—என்றும் கூற்றினை ஆராய்ந்து உமது கருத்தை நிறுவுக.	T
5.	"பள்ளிப்படிப்பு நிலையில் தாய்மொழியே பயிற்று மொழியாக அமைதல் சிறந்தது"— ஆராய்க.	C
6.	தாய்மொழிப்பாடம் தனியொரு பாடமாகக் கற்பிக்கப் படுவதன் நோக்கங்கள் யாவை?	K
7.	அனுபவங்களைக் கூறவும், உணர்ச்சிகளை வெளிப்படுத்தவும் தாய்மொழியே சிறந்தது என்பார் கூற்றினை ஆராய்க.	C
8.	கற்பனைத்திறன், சுவையுணர்திறன் வளர்ச்சிக்குத் தாய்மொழிப் படிப்பு இன்றியமையாதது எனக் கருதப்படுவதேன்?	C
9.	ஒழுக்க வளர்ச்சிக்குத் தாய்மொழிப் பாடமே பெரிதும் உதவும் என்பதனைப் பாடநூலில் இடம்பெறும் பகுதிகளைக் கொண்டு நிறுவுக.	T

Sl. No.	Item	Learning Outcome
10.	கற்றலின் தலையாய நோக்கம் யாது? அதற்கேற்ற கலைப்பாடத்திட்டம் யாது? அதில் தாய்மொழி பெறும் இடத்தை உறுதி செய்க.	C
11.	இலக்கிய நயமுணர்ந்து இன்புறல் தாய்மொழி கற்பிக்கும் நோக்கங்களுள் ஒன்றாகும். இந்நோக்கம் நன்கு நிறைவேறச் செய்ய வேண்டுவனவற்றை விளக்கி வரைக.	A
12.	மொழிப்பாடம் கற்பிக்கும்போது பள்ளியின் பலநிலைகளில் மேற்கொள்ள வேண்டிய சிறப்பு நோக்கங்கள் யாவை?	K

Unit 2

1.	வாய்மொழிப் பயிற்சி அளிக்கத் தொடக்க நிலையில் மேற்கொள்ளப் பெறும் முறைகளை ஆராய்க.	T
2.	வாய்மொழிப் பயிற்சியளித்தல் தொடக்க நிலை வகுப்புகளில் சிறப்புப் பெற வேண்டியதன் காரணங்களைக் கூறுக.	C
3.	செவிலிப் பாடல்களும் ஆட்டப்பாடல்களும் தொடக்கநிலை வகுப்புகளில் இடம் பெறுவதால் வளரும் மொழித் திறன்களை ஆராய்க.	T
4.	கதை கூறுதல் மூலம் என்னென்ன மொழித் திறன்களை அடைதற்கூடும் என்பதை ஆராய்க.	C
5.	படங்களைப் பயன்படுத்திச் செய்திகளைக் கூறுதல் மாணவர் மொழித்திறன் வளர்ச்சிக்கு எவ்வாறு உதவும்?	C

Sl. No.	Item	Learning Outcome
6.	தொடக்கநிலை வகுப்புகளில் உரையாடலே வாய்மொழிப் பயிற்சிக்கு மிகவும் ஏற்றது என்பதை நீவிர் மேற்கொள்ளும் முறைகளின் மூலம் நிறுவுக.	C
Unit 3		
1.	படிக்கக் கற்பிக்க (Reading) மேற்கொள்ளப்படும் முறைகளைக்கூறி அதன் குறைநிறைகளை ஆராய்க.	C
2.	தமிழ்நாட்டில் தற்போது படிக்கக் கற்பிக்க மேற்கொள்ளப்படும் முறையாது? அதனை மேலும் சிறப்புடையதாக்க எம்முறைகளைக் கையாளலாம்?	C
3.	மொழிப்பாடத்தில் படித்தல் திறனை வளர்ப்பதற்கு நீவிர் பயன்படுத்தும் அணைக்கருவிகளைக் கூறி, எவ்வாறு பயன்படுத்துவீர் என்பதை விளக்குக.	A
4.	சொற்களஞ்சியப் பெருக்கத்திற்கு நீவிர் மேற்கொள்ளும் வழிவகைகளை எழுதுக.	K
5.	வாய்விட்டுப் படித்தலினால் விளையும் நன்மைகளைப் பெற மொழிப்பாட வகுப்பில் நீவிர் ஏற்படுத்தும் வாய்ப்புகளைக் கூறுக.	A
6.	படித்தலின் இறுதிநிலை வாய்க்குட்படித்தலேயாகும் இத்திறனைப் பெற எவ்வாறு படிப்படியாகப் பயிற்சியளிப்பீர்?	A
7.	மாணவர்களது பொருளுணர்திறன் வளர்ச்சிக்குத் தடையாக இருப்பவை யாவை? அவற்றினைப் போக்கும் வழிகளைக் கூறுக.	K

Sl. No.	Item	Learning Outcome
8.	வாய்க்குட்படிப்பின் இன்றியமையாமையை விளக்கி அதனைத் தொடக்கநிலை வகுப்புகளிலிருந்து கொண்டு செலுத்தலாகும் வழிகளை ஆராய்க.	C
Unit 4		
1.	இலக்கணப்பாடம் கற்பித்தலின் நோக்கங்களைக் கூறி, மொழித்திறன்களைப்பெற இலக்கணங்கற்பித்தல் ஒருவழி என்பதை விளக்குக.	C
2.	இலக்கணப்பாடத்தைப் பாடநூல்களோடு இணைத்துக் கற்பித்தல் சிறந்தது என்பார் கூற்றினை ஆராய்க.	T
3.	தொடக்கநிலையில் முறையான இலக்கணம் தேவையில்லை, மொழிப்பயிற்சியே போதும் என்ற கருத்தை ஏற்றுக் கொள்கிறீர்களா? விளக்குக.	T
4.	இலக்கணப் பாடத்தைச் சுவையுள்ளதாக்க என்னென்ன துணைக்கருவிகளைத் தயாரிப்பீர்? ஐந்து துணைக்கருவிகளை விளக்குக.	K
5.	தொடக்கநிலை வகுப்புகளில் இலக்கண அறிவை வளர்ப்பதற்கேற்ற மொழிப் பயிற்சிகள் ஐந்தினை எழுதி, எவ்வாறு செயல்படுவீர் என்பதை விளக்கு.	A
Unit 5		
1.	எழுத்துக் கட்டுரைக்குமுன் வாய்மொழிக் கட்டுரை இடம்பெறல் வேண்டும் என்பதற்குரிய காரணங்களை விளக்குக.	C

Sl. No.	Item	Learning Outcome
2.	தொடக்கநிலை வகுப்புகளில் மாணவர் கட்டுரை எழுதும் திறனில் படிப்படியாக வளர்ச்சிபெற எவ்வாறு திட்டமிடுவீர்?	A
3.	தொடக்கநிலை வகுப்புகளில் படக்கட்டுரையின் இன்றியமையாமையை விளக்குக. வகுப்பிற்கேற்றவாறு படக்கட்டுரையைத் திட்டமிடும் முறையை வரைக.	C
4.	கடிதக் கட்டுரையை எவ்வகுப்பில் தொடங்குவீர்? இத்திறனை எவ்வாறு திட்டமிட்டு வளர்ப்பீர்?	C
5.	மாணவர்களது கட்டுரைகளில் காணப்படும் பொதுவான மொழிப் பிழைகளைத் தொகுத்துக்கூறி, அவற்றைக் களைவதற்கான வழிவகைகளை ஆராய்க.	C
6.	"பல பயிற்சிகளைக் கொடுத்துக் திருத்தாமல் விடுவதைவிட சில பயிற்சிகள் கொடுத்து நன்றாகத் திருத்திப் பிழைகளை மாணவர்கள் உணருமாறு செய்வதே மேல்."—இக் கூற்று ஒப்புக்கொள்ளத் தக்கதா? ஆதாரங்களுடன் விளக்குக.	T

Unit 6

Sl. No.	Item	Learning Outcome
1.	மாணவரது படைப்பாற்றலை வளர்க்கக் கதை எழுதுதல் எந்த அளவுக்குப் பயன்படும் என்பதை ஆராய்க.	C
2.	உயர்நிலை வகுப்புகளில் என்னென்ன வகை கடிதக் கட்டுரைகளை எழுதச் செய்யலாம்? இரண்டுவகையினை எவ்வாறு திட்டமிட்டு நடத்துவீரெனக்கூறுக.	A

Sl No.	Item	Learning Outcome
3.	மொழிபெயர்ப்புப் பயிற்சி மொழித்திறனை வளர்க்க எவ்வாறு பயன்படும்? இருவழி மொழி பெயர்ப்புப் பயிற்சி பள்ளிநிலையில் தேவையா?	T
4.	பல்வகைப்பட்ட கட்டுரைகளை எழுதச் செய்தல் படைப்பாற்றல் திறனை வளர்க்க உதவும்—இதன்படி உயர்நிலை வகுப்புகளில் படைப்பாற்றலை வளர்க்க நீவிர் கொடுக்கக் கூடிய கட்டுரைப் பயிற்சிகள் மூன்றினை விளக்கி எழுதுக.	S
Unit 7		
1	தாய்மொழியில் ஏற்படக்கூடிய எழுத்துக் கூட்டல் பிழைகளைத் தொகுத்து எழுதி, அவற்றை நீக்கும் வழிகளை விளக்குக.	C
2.	எழுத்துக் கூட்டல் பயிற்சி தாய்மொழிக்குத் தேவையா? எழுத்துக்கூட்டலில் எவ்வாறு பயிற்சி அளிப்பீர்?	T
3.	சிறந்த கையெழுத்தின் தகுதிகள் யாவை? மாணவர் கையெழுத்துத் திருந்த நீவிர் அளிக்கும் படிப்படியான பயிற்சிகளை எழுதுக.	A
4.	பார்த்து எழுதுதல், சொல்வது எழுதுதல் பயிற்சிகளை எவ்வாறு நடத்துவீர்? இவற்றால் வளர்ச்சிபெறும் மொழித்திறன்களை விளக்குக.	A
5.	எழுத்துக் கூட்டலில் பயிற்சி அளிக்க உதவும் நான்கு விளையாட்டுகளைக்கூறி, அவற்றைத் தொடக்கநிலை வகுப்புகளில் எவ்வாறு பயன் படுத்துவீர் என்பதை விவரிக்க.	A

Sl. No.	Items	Learning Outcome
Unit 8		
1.	பாடக்குறிப்பு எழுதுவதால் ஏற்படும் நன்மைகளைக் கூறி, உரைநடைப்பாடம் ஒன்றிற்குப் பாடக்குறிப்பு எழுத எவ்விதத் தலைப்புகளை மேற்கொள்ளுவீர் என்று விளக்குக.	C
2.	8 ஆம் வகுப்பிற்குரிய செய்யுள் ஒன்று எழுதி ஒருபாட வேளையில் நடத்துவதற்குரிய பாடக்குறிப்பு எழுதுக.	C
3.	"பள்ளியிதழ் நடத்துதல்" மாணவர் மொழித்திறனை வளர்க்க எவ்வாறு உதவும்? பள்ளியிதழ் ஒன்றினை வெளியிட எவ்வாறு திட்டமிடுவீர்?	A
4.	மொழியாசிரியர் பெற்றிருக்க வேண்டிய இன்றியமையாப் பண்புகளைக்கூறி, அவருக்கு ஆசிரியப் பயிற்சியின் தேவையை நிறுவுக.	T
5.	பழையமுறைத் தேர்வுகளின் முறைகளைக் குறிப்பிட்டு அவற்றை நிறைவாக்க என்னென்ன வழிகளை மேற்கொள்ளுவீர் எனக்கூறுக.	C
6.	புதியமுறைத் தேர்வு வகைகளை விளக்கி, அவை எந்த அளவிற்கு மொழிப்பாடத்திறன்களைத் தேர்ந்தறிய உதவும் என ஆராய்க.	T
7.	உயர்நிலைப்பள்ளி நீக்கத் தேர்வு (S.S.L.C.) தமிழ் வினாத்தாளிலுள்ள வினாவகைகளைக் குறிப்பிட்டு அவை எந்தெந்த மொழித்திறன்களைத் தேர்ந்தறிகின்றன என ஆராய்க.	T

Sl. No.	Items	Learning Outcome
8.	மொழிப் பாடத்தில் வாய்மொழித் தேர்வு தேவையா? அதனை உயர்நிலைப் பள்ளிகளில் எவ்வாறு பயன்படுத்தலாம்?	C
9.	மொழிப்பாடம் கற்பிக்கும்போது நீர் தயாரித்த நான்கு துணைக் கருவிகளைக்கூறி, அவற்றை எவ்வாறு பயன்படுத்துவீர் என்பதை விளக்குக.	A
10.	செய்யுளினையும் உரைநடையினையும் கற்பிக்கும் முறைகளில் இடையேயுள்ள வேறுபாடுகளை ஆராய்க. இவ்விருபாடங்களின் நோக்கங்களுடன் நும் விடையைப் பொருத்திக் காட்டுக.	C

Type : SHORT ANSWER QUESTIONS

Sl. No.	Items	Learning Outcome
Unit I		
1.	தாய்மொழிப்பாடம் கற்பிப்பதின் நோக்கங்கள் மூன்றினைக் கூறுக.	K
2.	தாய்மொழியே கற்பிக்கும் வாயிலாக இருப்பதற்கு ஏற்றது என்பதை நிறுவ மூன்று காரணங்கள் கூறுக.	C
3.	சுவையுணர் திறனை வளர்க்கச் செய்யுள் பாடத்தில் நீவிர் பின்பற்றும் மூன்று வழிகளைக் கூறுக.	A
4.	மக்கள் பண்பாட்டினை அவர்கள் பேசும் மொழி காட்டுகின்றது என்பதை விளக்க நான்கு எடுத்துக்காட்டுகள் தருக.	T
5.	மாணவரது கற்பனைத் திறனை வளர்ப்பதற்குச் செய்யுட்பாடம் எவ்வாறு உதவும் என்பதை இரண்டு எடுத்துக் காட்டுகளைக் கூறி விளக்குக.	A
6.	கலைத்திட்டத்தில் தாய்மொழிப் பாடம் சிறப்பிடம் பெறுவதற்கான மூன்று காரணங்களை எழுதுக.	K
7.	அனுபவங்களைத் திறமையாக வெளியிடத் தாய்மொழியே சிறப்பாக உதவும் என்பதை இரண்டு எடுத்துக் காட்டுகளால் நிரூபிக்க.	A
8.	சிந்தனை மொழியை வளர்க்கிறது என்பதை மூன்று எடுத்துக்காட்டுகளுடன் விளக்குக.	A
9.	மொழி சிந்தனைக்கு உதவுகின்றது என்பதை இரண்டு எடுத்துக்காட்டுகளுடன் விவரிக்க.	A
10.	ஒழுக்க வளர்ச்சிக்கு உதவும் மொழிப்பாடப் பகுதிகள் மூன்றினைக் குறிக்க.	C

Sl. No.	Items	Learning Outcome
Unit 2		
1.	தொடக்கநிலையில் வாய்மொழிப் பயிற்சி முதலிடம் பெறவேண்டும் என்பதற்கு நான்கு காரணங்கள் கூறுக.	K
2.	4,5 ஆம் வகுப்புகளில் உரையாடல் வகுப்புகளால் விளையும் நன்மைகள் நான்கினைக் கூறுக	K
3.	5ஆம் வகுப்பு உரையாடல் பயிற்சிக்கேற்ற தலைப்புகள் மூன்றினைக் கூறி, அவற்றுள் ஒரு பயிற்சியில் மாணவர் ஆர்வத்துடன் பங்கு கொள்ள தூண்டும் வினாக்கள் நான்கினை எழுதுக.	S
4.	செவிலிப் பாடல்கள் கற்பிப்பதால் விளையும் மொழித் திறன்களை எழுதுக.	C
5.	ஆட்டப் பாடல்கள் (Action Songs) எவ்வாறு மொழித்திறன் வளர்ச்சிக்குப் பயன்படும்?	C
6.	மொழித்திறன் வளர்ச்சிக்குப் படங்களைப் பயன்படுத்துதல் எவ்வாறு உதவும் என்பதை இரண்டு எடுத்துக்காட்டுகளுடன் விளக்குக.	A
7.	தொடக்கநிலை வகுப்புகளில் நீவிர் அளிக்கக் கூடிய வாய்மொழிப் பயிற்சிகள் மூன்றினைக் கூறி, அவற்றுள் ஒன்றினை விளக்குக.	S
8.	தொடக்கநிலை வகுப்புகளில் வாய்மொழிப் பயிற்சியளிக்கப் பயன்படுத்தப் பெறும் கதை வகைகளில் நான்கினைக் கூறுக.	K
9.	வாய்மொழிப் பயிற்சியளிக்க நாடகங்கள் நடித்தல் எவ்வாறு உதவும்?	C

Sl. No.	Items	Learning Outcome
Unit 3		
1.	படிக்கக் கற்பித்தலில் எழுத்து முறையின் குறைகள் யாவை?	K
2.	சொல் முறையின் மூலம் படிக்கக் கற்பித்தலால் ஏற்படும் நன்மைகள் யாவை?	K
3.	சொற்றொடர் முறை மூலம் படிக்கக் கற்பித்தலால் உண்டாகும் சிக்கல்கள் யாவை?	C
4.	மாணவரது படித்தல் திறனை வளர்ப்பதற்கு நீவிர் பயன்படுத்தும் மூன்று துணைக் கருவிகளைக் குறிப்பிட்டு, அவற்றை எவ்வாறு பயன்படுத்துவீர் என எழுதுக.	A
5.	இலக்கிய விளக்கத் தாள்கள் (Charts) மொழிப் பாடத்திற்கு எவ்வாறு உதவும்?	C
6.	சொற்களஞ்சியப் பெருக்குதலுக்குப் பயன்படுத்தப்படும் இரண்டு துணைக் கருவிகளை விளக்குக.	C
7.	சொல்லாட்சித் திறன் வளர்க்க நீர் பயன்படுத்தும் மூன்று முறைகளைக் குறிக்க.	A
8.	வாய்விட்டுப் படித்தலால் விளையும் பயன்கள் நான்கினைக் கூறுக.	C
9.	உயர்நிலைப் பள்ளி வகுப்புகளில் எவ்வெப்பொழுது வாய்விட்டுப் படித்தலில் பயிற்சி அளிக்கலாம்?	A
10.	வாய்க்குட் படித்தலின் குறைகள் யாவை?	K
11.	வாய்க்குட்படித்தலின் திறமையை வளர்க்க மேற்கொள்ளும் பயிற்சிகள் மூன்றினைக் குறிக்க.	S

Sl. No.	Items	Learning Outcome
12.	மாணவர்களின் பொருளுணர்திறன் வளர்ச்சிக்குத் தடையாக இருப்பவை யாவை?	K
13.	படிப்பதில் ஆர்வங்காட்ட தொடக்க நிலை வகுப்புகளில் கையாளும் முறைகள் யாவை?	C
Unit4		
1.	இலககணப் பாடம் கற்பிக்கும் நோக்கங்கள் மூன்றினைக் கூறுக.	K
2.	இலக்கணப் பாடத்தைச் சுவையுள்ளதாக்க நீவிர் பின்பற்றும் முறைகள் மூன்றினைக் குறிக்க.	K
3	இலக்கணப்பாடம் வெறுக்கப்படுவதன் காரணங்கள் நான்கினை எழுதுக.	K
4.	உரைநடைப் பாடத்தோடு இலக்கணப் பாடத்தை இணைத்துக் கற்பிக்க நீவிர் தேர்ந்தெடுக்கும் இரண்டு பகுதிகளைக் கூறுக.	T
5.	மொழித்திறன் வளர்ச்சிக்கு மொழிப் பயிற்சிகள் எவ்வாறு உதவும்?	C
6	'பத்தி அமைப்பு' முறையைக் கற்பிக்க நீவிர் கையாளும் வழிகளைக் கூறுக.	A
7.	பல்வகை வாக்கியங்கள் அமைக்கும் திறனை மாணவர் பெற நீவிர் எம் முறைகளைக் கையாளுவீர்?	A
8.	பாட நூலினை அடிப்படையாகக் கொண்டு மொழித்திறனை வளர்க்க நீவிர் கொடுக்கும் மூன்று பயிற்சிகளை விளக்குக.	S

Sl. No.	Items	Learning Outcome
Unit 5		
1.	கட்டுரை எழுதும் திறனை வளர்க்க நீவிர் மேற்கொள்ளும் படிப்படியான வளர்ச்சி நிலைகளைக் குறிக்க.	K
2.	வாய்மொழிக் கட்டுரையின் நன்மைகள் நான்கினைக் கூறுக.	K
3.	தொடக்கநிலை வகுப்புகளில் படக் கட்டுரையின் பயன்களை விளக்குக.	C
4.	கட்டுரைகளில் காணப்படும் பொதுவான மொழிப் பிழைகள் மூன்றினைக் கூறி அவற்றைக் களைவதற்கு மேற்கொள்ளும் பயிற்சிகள் மூன்றினைக் கூறுக.	S
5.	எழுத்துக் கட்டுரை பயிற்சியால் மாணவர் பெறும் மொழித் திறன்களைக் குறிக்க.	C
6.	உயர்நிலை வகுப்புகளில் எவ்வகைக் கடிதங்கள் எழுதுவதில் பயிற்சி அளிப்பீர்?	T
Unit 6		
1.	கற்பனைக் கட்டுரைகள் எழுதும் பயிற்சியால் மாணவர் பெறும் பயன்கள் மூன்றினைக் குறிக்க.	K
2.	மாணவரது படைப்பாற்றல் திறனை வளர்க்க உயர்நிலைப்பள்ளி வகுப்புக்குரிய படிப்படியான திட்டமொன்றினைக் குறிக்க.	S
3.	ஆங்கிலத்திலிருந்து தமிழில் மொழி பெயர்க்கும் பயிற்சி அளிப்பதால் வளரும் திறன்கள் யாவை?	C

Sl. No.	Items	Learning Outcome
4.	கருத்து விளக்கக் கட்டுரையால் விளையும் நன்மைகள் யாவை?	K
Unit 7		
1.	எழுத்துக் கூட்டல் பிழைகள் ஏற்படக் காரணங்கள் நான்கினைக் கூறுக.	K
2.	எழுத்துக் கூட்டல் பிழைகளைத் தவிர்க்க நீவிர் கொடுக்கும் மூன்று பயிற்சிகளை எழுதுக.	S
3.	விரைவாக எழுதுவதில் திறன் வளர்க்க எவ்விதப் பயிற்சிகள் அளிப்பீர்?	S
4.	கையெழுத்து அழகாக அமைய நீவிர் மேற்கொள்ளும் பயிற்சிகள் யாவை?	S
5	சிறந்த கையெழுத்தின் தன்மைகளைக் குறிக்க.	K
6.	பார்த்து எழுதுதல் பயிற்சி கொடுப்பதன் காரணங்கள் யாவை?	K
7.	சொல்வது எழுதுதல் பயிற்சி அளிக்கும்போது நினைவிற்கொள்ள வேண்டியன யாவை?	K
8.	எழுத்துக் கூட்டல் பிழைகளைத் தவிர்க்க நீவிர் பயன்படுத்தும் இரண்டு விளையாட்டுகளை விவரிக்க.	A
9.	எழுத்துக் கூட்டலைக் கற்பிக்க பின்பற்றப்படும் முறைகள் யாவை?	C
Unit 8		
1.	உரைநடைப் பாடம் கற்பிக்கப்படுவதன் இன்றியமையா நோக்கங்கள் நான்கினைக் கூறுக	K

Sl. No.	Items	Learning Outcome
2.	செய்யுட்பாடம் கற்பிக்கப்படுவதன் நோக்கங்களைக் குறிக்க.	C
3.	உரைநடைப்பாடம், செய்யுட்பாடம் - இவை கற்பிக்கப்படுவதன் நோக்க வேறுபாடுகள் எவை?	T
4.	துணைப்பாடம் மொழிப்பாடத் திட்டத்தில் இடம் பெறுவதன் நோக்கங்கள் யாவை?	K
5.	பாடக்குறிப்பு எழுதுவதால் ஏற்படும் பயன்களைக் கூறுக.	C
6.	புதுமுறைத் தேர்வு வகைகளைக் கூறுக.	K
7.	புதுமுறைத் தேர்வு மொழிப்பாடத் திறன் வளர்ச்சிக்கு உதவுகின்ற மூன்று நிலைகளைக் குறிக்க.	C
8.	வெளியிடும் திறனைத் தேர்ந்தறிய கட்டுரை முறைத் தேர்வே சிறந்தது என்பதற்கான நான்கு காரணங்களைக் கூறுக.	T
9.	பழைய முறைத் தேர்வின் குறைகளை விளக்குக.	C
10.	மொழியாசிரியருக்குப் பயிற்சி இன்றியமையாதது என்பதற்கான நான்கு காரணங்களைக் கூறுக.	C
11.	வாய்மொழிச் சோதனை மொழித்திறனை அறிய எவ்வாறு உதவும்?	C

Type : SHORT ANSWER QUESTIONS (Content)

Sl. No.	Items	Learning Outcome
1.	யாப்பிலக்கணத்தில் பயின்று வரும் எழுத்து வகைகள் எத்தனை?	C
2.	நேரசை, நிரையசைக்குரிய எழுத்து வகைகளை எழுதுக.	K
3.	மூவசைச் சீர்கள் எத்தனை வகைப்படும்?	K
4.	தளை எத்தனை வகைப்படும்? இரண்டினை விளக்குக.	C
5.	யாப்பிலக்கண உறுப்புகள் யாவை? அவற்றுள் இரண்டினை விளக்கி எழுதுக.	C
6.	'நன்றி மறப்பது நன்றன்று, நன்றல்ல தன்றே மறப்பது நன்று' — இக் குறட்பாவில் அமைந்துள்ள தளைகளை எழுது.	A
7.	வெண்பாவிற்குரிய தளைகளை விளக்கி எழுதுக.	C
8.	ஒன்றிய தளை, ஒன்றாத் தளை என்பவற்றை விளக்கி எடுத்துக்காட்டு தருக.	C
9.	வெண்பாவில் பயின்றுவரும் தளைகள் யாவை? எடுத்துக்காட்டு தருக.	K
10.	குறளடி, சிந்தடி—இவ்விரண்டையும் விளக்கி ஓர் எடுத்துக்காட்டு தருக.	C
11.	தொடை என்பது என்ன? எத்தனை வகைப் படும்?	K
12.	அடியெதுகையை விளக்கி ஓர் எடுத்துக்காட்டு தருக.	C
13.	எதுகை வகைகளில் இரண்டினை விளக்குக.	C

Sl. No.	Items	Learning Outcome
14.	அலகிடுதல் என்பது யாது? விளக்குக.	C
15.	கீழ்வரும் குறட்பாவை அலகிடுக:- "யாதானும் நாடாமல் ஊராமால் என்னொருவன் சாந்துணையும் கல்லாத வாறு".	S
16.	வெண்பாவின் பொது இலக்கணம் யாது?	C
17.	வெண்பா வகைகளைக் குறிக்க.	K
18.	ஆசிரியப்பா எத்தனை வகைப்படும்?	K
19.	ஆசிரியப்பாவின் இலக்கணம் யாது?	C
20.	பாரி பாரி என்று பல ஏத்திப் பலபடப் புகழ்வர் செந்நாப் புலவர்—இவ்வடிகளில் அமைந்துள்ள தளைகளைச் சுட்டிக் காட்டுக.	A
21.	அடிமறி மண்டில ஆசிரியப் பாவினை எடுத்துக் காட்டு தந்து விளக்குக.	C
22.	வஞ்சிப்பாவிற்குரிய பொது இலக்கணம் கூறுக.	C
23.	வெண்பாவின் இறுதிச் சீர் எவ் வாய்பாடுகளால் முடிவுறும்? எடுத்துக்காட்டு தருக.	A
24.	உவமையணியை விளக்குக.	C
25.	அகரமுதல எழுத்தெல்லாம் ஆதிபகவன் பகவன் முதற்றே யுலகு—இக் குறளில் அமைந்துள்ள அணியை விளக்குக.	A
26.	தற்குறிப்பேற்ற அணியை விளக்குக.	C

Sl. No.	Items	Learning Outcome
27.	வேற்றுமை அணிக்கும், வேற்றுப் பொருள் வைப்பணிக்கும் உள்ள வேறுபாட்டினைக் கூறுக.	T
28.	உருவக அணி, ஏகதேச உருவக அணி—இவைகளுக்கு உள்ள வேறுபாட்டினை எடுத்துக் காட்டு தந்து விளக்குக.	T
29.	இயல்புறவிற்சி அணியை ஓர் எடுத்துக்காட்டால் விளக்குக.	A
30.	பிறிதுமொழிதலணியை ஓர் எடுத்துக்காட்டால் விளக்குக.	A
31.	மாலையருளாது வஞ்சியான் வஞ்சியான்—இவ்வடியில் அமைந்துள்ள அணி யாது?	A

Type : VERY SHORT ANSWERS TYPE

Sl. No.	Items	Learning Outcome
1.	அசை எத்தனை வகைப்படும்? எவை?	K
2.	கீழ்வருவனவற்றை அசை பிரித்து எழுதுக. மணிமேகலை, திருக்குறள், போனான், நடந்தான்.	A
3.	நேரசை யமைந்த இருசொற்கள் எழுதுக.	A
4.	ஈரசைச்சீர் எத்தனை வகைப்படும்?	K
5.	கூவிளம், தேமா-வாய்பாடு அமைந்த இரண்டு சொற்கள் எழுதுக.	A
	ஓரசைச் சீருக்கு இரு எடுத்துக்காட்டுகள் தருக.	C
7.	வெண்பாவுக்குரிய தளைகள் எவை?	K
	யாப்பிலக்கண உறுப்புகள் யாவை?	K
9.	ஆசிரியப்பாவுக்குரிய சீர்கள் யாவை?	C
10.	இயற்சீர் வெண்டளை என்பதை விளக்குக.	C
11.	ஒன்றிய வஞ்சித்தளை, ஒன்றாத்தளை என்பனவற்றை விளக்குக.	C
12.	அடி எத்தனை வகைப்படும்?	K
13.	அளவடி, சிந்தடி-ஆகியவற்றை விளக்குக.	C
14.	தொடை எத்தனை வகைப்படும்?	K
15.	இணை எதுகை என்பதனை விளக்குக.	C
16.	எதுகைத் தொடை வகைகளில் மூன்றினைக் கூறுக	C

Sl. No.	Items	Learning Outcome
17.	பாக்கள் பொதுவாக எத்தனை வகைப்படும்?	K
18.	ஆசிரியப்பாவின் வகைகளைக் கூறுக.	K
19.	சிந்தியல் வெண்பா என்பதனை விளக்குக.	C
20.	உவமையணியில் அமைந்துள்ள நான்கு உறுப்புகள் யாவை?	K
21.	எடுத்துக்காட்டுவமை அணி அமைந்துள்ள பாடல் ஒன்று எழுதுக.	A
22.	இல்பொருள் உவமையணியை விளக்குக.	C
23.	"போருழந் தெடுத்த ஆரெயில் நெடுங் கொடிவாரல் என்ப போல் மறித்துக் கை காட்ட"—இவ்வடிகளில் அமைந்துள்ள அணி யாது?	A
24.	சொற்பொருட்பின்வருநிலையணியை விளக்குக.	C
25.	கனிவாய் இவள் புலம்பக் காவல் நீ நீங்கில் இனியார் இனியார் எமக்கு-இவ்வடிகளில் அமைந்துள்ள மடக்கணியை விளக்குக.	A

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